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APPENDIX
TO THE
SIXTY-NINTH REPORT

OF THE
COMMISSIONERS OF NATIONAL EDUCATION
IN IRELAND,
FOR THE YEAR 1902.

SECTION I.

General Reports on the State of National Education by
Inspectors and others.

FOR EXTENDED TABLE OF CONTENTS SEE INSIDE.

Presented to both Houses of Parliament by Command of His Majesty.



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COMMISSIONERS OF NATIONAL EDUCATION IN IRELAND,

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SECTION I.—GENERAL REPORTS ON THE STATE OF NATIONAL EDUCATION
in 1902, by INSPECTORS and OTHERS.

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General Reports upon the Training Colleges, by Messrs.

E. DOWNING and A. PURSER, Chief Inspectors.

" MARLBOROUGH-STREET " TRAINING COLLEGE.

There was no material change in this College during the year, either as regards buildings or teaching staff. The former have been kept in substantial repair. New lecture halls and a laboratory are now in course of erection. The Principals and Professors were all present during our annual inspection of the College, and afforded us every necessary information. One or more of them also assisted at criticism lessons, which one of us attended. These criticism lessons were well conducted, the criticisms being particularly good.

All the 82 male King's Scholars in their final year passed their examination successfully, with percentages of marks varying from 50·1 to 84·7. Of the 46 in their first year 1—an ex-monitor—failed to pass; the percentage of marks varying from 51·2 to 84·1.

One of the 104 female King's Scholars in final year failed to pass in column 3 of the Revised Programme; the other 103 gained percentages between 53·1 and 79·3. All the first-year female students passed, the marks varying between 50·2 and 80 per cent. Of the 303 students at close, 67 were principals or assistants of schools, 91 had been pupil teachers, 103 monitors, and 42 pupils only.

The teaching lessons given towards the close of the session were, in matter and method, generally good. Power of control and organisation were not so good. Physical drill had received due attention. A considerable amount of sickness prevailed during the session.

" ST. PATRICK'S " TRAINING COLLEGE.

The buildings of this College were maintained in excellent condition, and an adequate staff of Professors was employed for teaching purposes. Criticism lessons were regularly given, and were attended on each occasion by several members of the staff, in addition to the Professor of Method. In this part of the training there has been marked progress.

Of the 160 students in the College at the close of the session 99, who were in their final year, all passed, the percentage of answering varying from 49·7 to 83; of the remaining 61 one—an ex-pupil—failed, the percentage of marks being between 48·1 and 83.

Of these 160 students, 43 were principals or assistants of schools, 96 had been monitors, and 21 merely pupils.

Messrs.
DOWNS and
PUBBER.

The annual inspection of the College towards the close of the session was attended by the Principal and professors staff, who assisted our work in every way. The test lessons given in our presence were generally good as regards manner, matter, and method, and the students displayed the good effects of careful physical drill.

The practising schools are, on the whole, well conducted, and show an increase of pupils in attendance.

"OUR LADY OF MERCY" TRAINING COLLEGE.

The house and premises were kept in a thoroughly satisfactory condition during the year, and the students were taken in turn to the Sisters' more open establishment at Blackrock, where a new house for the Training College is in course of erection. There was no important change in the staff or in the method of training, during the year. Criticism lessons were regularly given in the presence of the Vice-Principal and one of the Professors.

Ninety-two (92) students were in their final year, and all passed, the answering varying from 50 :1 to 79 per cent.; the remaining 63, who were at the end of their first year, also passed; their marks ranged from 51 :7 to 79 :1 per cent.

Of the 155 students, 14 were principals or assistants of schools, 1 had been a pupil teacher, 85 had been monitors, and 55 merely pupils.

The whole staff attended during at least part of the annual inspection. The test lessons given in our presence were generally creditable—the blackboard work was especially deserving of praise for its neatness. Drill showed good results.

The health of the students was satisfactory.

The practising school is well conducted, but rather overcrowded.

"CHURCH OF IRELAND" TRAINING COLLEGE.

The dwelling-house for the female King's Scholars was undergoing improvement all the year, and is now much more comfortable. A suitable laboratory was brought into use during the session.

The additional time required for Science rendered it necessary for the Professor, Mr. Henly, to separate his connection with the practising school.

Criticism lessons continued to be given on the very efficient system that has obtained in this College.

The number of men students was 48 (31 in final year, 17 in first year), and of women students 79 (41 in final year and 38 in first year). Of these 13 were teachers, 11 had been pupil teachers in the Board's Model Schools, 41 had been monitors, and 62 mere pupils. "Mere pupils" form a larger proportion in this College than in any other.

The Principal and the Professors attended during the annual inspection. The test lessons were, on the whole, satisfactory.

showing, perhaps, more than average thought, but blackboard work might be neater. Drill was creditable.

There was not much sickness during the year.

The practising schools continue to afford good models for the students' imitation.

Messrs.
DOWNING and
PUNSA,
—

"DE LA SALLE" TRAINING COLLEGE.

The College buildings and schools were kept in good condition during the year. There was no material change in the staff of Professors, and no alteration in the method of training. Criticism lessons were regularly given, with very fair results.

The number of students present at the examination at the end of their course was 87, and at the end of their first session, 1. Of the former, 2, who were assistants in schools, failed to pass; of the latter all passed. The percentage of marks varied in case of the senior students from 46 to 79·7 per cent.; of the others from 51 to 82·1.

The tests in practical teaching showed improvement on the previous year. Physical drill was above the general average.

Of those examined, 28 were principals or assistants of schools, 17 had been pupil teachers, 55 monitors, and 48 were pupils.

The Principal and Professors were present during the annual inspection.

The practising school, which is organised on the class system, is well attended and suitable.

"ST. MARY'S" (BELFAST) TRAINING COLLEGE.

The excellent buildings of this College were in a very satisfactory state during the year. Considerable additions are in course of erection, and a new practising school, in closer connection, has been planned. The present school is at a considerable distance, is overcrowded, and could be sanctioned only as a temporary arrangement.

There were some minor changes in the teaching staff during the year, but they did not affect the character of the work, which continued to be efficiently performed.

Seventy-seven (77) students were in their final year, and 21 in their first year. None failed to pass the examination at the end of the session, the percentage of answering varying from 51·4 to 79·7. Of these King's Scholars 4 were teachers, 67 had been monitors, and 27 merely pupils.

The test lessons given by the students were, on the whole, satisfactory; their criticisms were not so good, and, owing to the unsuitableness of the practising school it was difficult to judge of their power of organisation. The Principal and Professors were present during our annual inspection, and afforded every necessary assistance.

The Manager visited during the inspection.

Messrs,
 DOWNING and
 PURSER,
 —

“ MARY IMMACULATE ” (LIMERICK) TRAINING COLLEGE.

This College came into operation for the first time this year. The buildings are good and substantial, and well designed for the purposes of a Training College. The practising schools are suitably organised; those at Pery-square are rather distant from the College.

An adequate staff was provided, and gave efficient service during the session. The method of training differs in no essential particular from that adopted in the other Training Colleges.

Seventy-four King's Scholars remained to the close of the session. Of these, 25 were undergoing a one year's course of training, being either principals or assistants of schools. The remaining 49 were at the end of their first of two years' course. 1 had been a teacher, 25 monitors, and 13 mere pupils. The answering was good, varying, in case of the seniors, from 53 to 76·9 per cent.; in case of the juniors from 59 to 80 per cent. The test lessons in practice of teaching were good, the students showing readiness and intelligence. Their criticisms were valuable. The seniors showed fair power of organisation. Satisfactory attention was given to physical drill.

The Principal and Professors were present during the annual inspection, and discussed various topics connected with the work of the College. The Manager also visited.

E. DOWNING, } *Chief Inspectors.*
 A. PURSER, }

General Report on Dublin (2) Circuit.

DUNDRUM,

Co. DUBLIN,

February 1, 1903.

GENTLEMEN,

In my last General Report, written a year ago, I gave a short description of the school-circuit under my inspection and supervision. This report has reference to the same schools and the same circuit, viz., that portion of Dublin south of the Liffey, the southern half of Dublin county, the whole of Wicklow, and portions of Kildare, Carlow, and Wexford counties. There are about 380 National Schools in the circuit, varying in average attendance from 10 to 1,000. In the country the pupils are the children of farmers and labourers, about twenty of the latter to one of the former. In the towns, labourers as they are termed—for the term includes all who are engaged in manual occupations—are at least, if not more than, a two-thirds majority. The minority are the children of small shopkeepers and clerks. In a very few schools the children belong to the middle classes. There are no manufactories in the circuit of such a kind as to require the establishment of half-time schools.

The attendance at the schools in the city is only abnormally affected by epidemics, and in the country by epidemics and the periodical recurrence of spring and autumn agricultural operations. In the city the schools are in general very large. There are very few schools of an average attendance so low as to require the services of one teacher only, while in many schools the teaching staff is over five in number. In the rural portions of the circuit the average attendance at the schools varies from twenty to fifty, very seldom, indeed, reaching sixty, or the point at which salary for an assistant can be claimed. This is owing to the schools being numerous, and at no great distance from one another. I should say that there are very few children in the circuit who have to walk two statute miles to the nearest school.

In the city the increasing attendance is always demanding additional accommodation, and, in consequence, new schools and class-rooms are always being built; while in the rural districts the school-rooms are always large enough, and new buildings are only undertaken in cases in which the old buildings can no longer be repaired, and where, in consequence of the state of the buildings, a suspension of grants is threatened. The building plans adopted, both in the case of vested and non-vested schools, leave much to be desired. The plan of a very large room, with small class-rooms opening out of it, is almost universal. The main room is often large enough to contain 120 children or more, and we find one teacher superintending a desk lesson while three others are teaching drafts down one side of the room. It is hardly possible for any teacher to do effective work under such circumstances. Even though the discipline be perfect, yet there are

Mr. STRONG.

Attendance.

Mr. STONOR.

four teachers speaking in one room. An Inspector from Great Britain informed me that he attributed much of the bad enunciation and mumbling speech he heard in our schools to the attempt to teach so many classes to read in the same room.

The remedy is simple—have one room for each teacher, and let this room seat comfortably not fewer than fifty children. It is not beyond the resources of architecture to construct a building with six or more rooms of such a kind, with cloak and lavatory accommodation as well. The rural schools have rarely any lavatory accommodation, and in the largest city schools one or two basins are considered sufficient. There should be one basin for every thirty or forty children at attendance.

School buildings.

The school buildings are generally kept in very fair repair. In a few cases the managers have had to be written to officially more than once before the repairs were executed.

With regard to the whole matter of buildings and repairs, I think it would be very desirable that the County Council should have power to levy a tax for the purpose. The Councils would be furnished by the Board with a series of building plans suitable for schools of various sizes, to which plans they would be bound to adhere. Many advantages would be gained by such a change, *e.g.*, buildings would be much more quickly erected, and repairs executed with less delay. The Education Office would be freed from investigation of title and preparation of leases, which is not properly part of the duty of the Education Board, and the Board of Works would no longer be responsible for the erection and repair of buildings. The change would, moreover, make the parents of the children take a greater interest in the schools than at present. The apathy or want of interest locally on the part of the parents and others (except the managers and teachers) is one of the weakest points in our present system. The parents took more interest in the schools when they had to pay a moderate school fee than they do now, when the schools are free.

Teachers.

I am glad to be able to repeat what I have stated in former reports, regarding the conscientious discharge of their duties by the teachers. It is very rare, indeed, to meet with a teacher, who is simply marking time, who sacrifices the interests of his children to his own love of ease and idleness. It is a very gratifying experience to me, and has almost made me an optimist, to find that, notwithstanding the change of programme—almost amounting to a revolution—and the continuance of Results payments, the teachers have taken to the new Code and taught as loyally and as zealously under it as they did under the old; and this they have done under the most adverse circumstances. Much that was optional or optional under the old programme became an obligatory part of the school course under the new, and to this was added the introduction of new subjects, whose names many teachers had heard of for the first time. Many of them began to learn

Singing, Drawing, and Drill, in order to be able to teach these subjects according to the programme. All have been most anxious to attend the classes in Manual Instruction and Elementary Science, while the Cookery and Laundry classes conducted by the special teachers in these subjects have been eagerly sought after.

Mr. SYMONS.

Of course, the older teachers can have very little hope of ever acquiring a knowledge of these subjects, sufficiently sure and extensive to enable them to teach them with success.

As regards regularity of attendance, it is very slowly improving, and is far from being so constant and steady as it ought to be. In a good school the percentage of those present, compared with the number on roll, will be between seventy and eighty; in a mediocre or a bad school the percentage falls to between fifty and sixty. In neither case is the attendance so regular as it is in other countries. Though the Act of 1892 has not been an universal success, yet even where it has partially failed, it has at least brought prominently to the attention of the parents the obligation that rests upon them of sending their children to school. With regard to the working of the Act of 1892, my colleague, Mr. Dickie, remarks:—

Regularity of Attendance.

"The School Attendance Act is practically of no use. At first an effect is produced, and the attendance at school increases, but as soon as the parents understand the ineffective and elastic clauses of the Act, they treat it with indifference, and in the rural districts, generally speaking, nothing occurs in consequence. As far as I can observe, neither increase nor decrease is to be observed at present."

Since the introduction of the new Code and the new Regulations, a change has taken place, and is still proceeding in the daily school life of the children. Under the Results system the children were driven, not led. It was all hard work, forced upon them by their teachers, and the course pursued in the schools appeared to be based upon the ground-principle that you can be educated whether you please or do not please. The will and energy (but not the skill) of the teacher were at their maximum, and the will and active thinking power of the pupil at a minimum. The teacher really taught the children *what* to think and say, and not *how* to think and find suitable expression for the thought. There was no interval of rest, or time to reflect, for the taskmaster, and he allowed no time for either to his pupils. They learned much and never stopped to reflect upon what they had learned, and in the end were almost as little educated as if they had never learned anything. There was no physical drill to stretch the limbs and break the monotonous round of Dictation, Arithmetic, Grammar, and Geography: little Singing or Drawing, to please ear and eye; no Manual Training or Elementary Science, to replace the abstract by the concrete, and so bring dormant faculties into play. There was, certainly, thus no royal road to learning. All this has been changed under the new Code. The introduction of Drill, Singing, Drawing, and Manual Training, has rendered school life much pleasanter

Revised Programme.

Mr. Stowman: and brighter. Children like change and variety, and skilful teachers arrange their time tables by a suitable alternation of subjects, so as to keep alive the interest of the children, and prevent their attention from flagging. Under the new Code, too, the teacher adopting the so-called heuristic method—a very old method revived under a new name—endeavours, first of all, to awaken and excite the interest of his pupils; but he does not proceed, as under the Results system, to allay and satisfy the interest thus aroused, but he rather supplies them with the means of doing so for themselves. The children thus have to begin to think and reason, and thus really educate themselves, the teacher contributing as his share form, tone and guidance.

Proficiency. As regards the teaching of the various subjects of the Code, I notice that more pains are taken to teach Reading than formerly, that is, the teachers are anxious to improve the style of Reading. It is a difficult thing to do, and the success of their efforts, so far, is not marked. They have to contend with a low, lazy, inarticulate utterance, which seems peculiar to this country, and which one despairs of overcoming. Accuracy and grouping of words can be taught; but if there be no modulation, no graduation of emphasis, the result is flat and disappointing. Writing, Spelling, and Composition, especially the latter, all show progress. Not so Geography and Arithmetic. Maps are seldom used. Where they are rolled up, one can see by the amount of dust upon them that it is a considerable time since they were unrolled. Children can neither point upon the map nor tell orally where the countries are whose names occasionally appear in the reading lessons. The greatest disappointment of all, however, is experienced in examinations in Arithmetic. The old programme in this subject was extensive and exacting, covering, indeed, the whole course of a book on somewhat advanced Arithmetic. The course now is simple and practical, yet these simple and practical sums seem greater puzzles to the children than were the problems in Compound Proportion, Fractions, Interest, and Stocks of three years ago. If passes were to be awarded upon the answering now, as in the past, fully 50 per cent., or more, would fail. Bills of Parcels are seldom drawn up neatly, and more seldom accurately made up, and systematic instruction in Mental Arithmetic is either not given or given unskilfully. No doubt much less time is given to instruction in Arithmetic than formerly; in some schools half an hour a day only; and to this reason for the falling off may be added another, which a skilful and successful teacher supplied me with, viz., that teachers had become so wedded to the old book Arithmetic that they had not yet been able to divorce themselves from it. Singing and Drawing are to be found in almost every school, and the children are making great progress in both subjects. Cookery is rare, and Laundry almost non-existent. Though many of the teachers have been trained in both, yet for the former, a range, utensils, and materials

to cook are necessary, and these can seldom be found in one place; while in the case of Laundry the teachers show a great distaste for it. Mr. Stronge.

I seldom now meet with as good specimens of Needlework Needlework. in the senior standards as I did a few years ago. Five hours per week were formerly devoted to it, now three hours is considered sufficient. This, of course, is explanation enough.

There is little change in the organisation of work in the Organisation. schools. Bipartite and tripartite still prevail, to the exclusion of all other plans. In some schools a simultaneous lesson is given in Drawing, Singing, Drill, or Manual Training; but this is the only deviation from the time-honoured systems I have seen. In a school large enough to command the services of one or more assistants, a competent principal finds little difficulty in keeping all the children profitably employed; but in a school with an average under sixty, with its single teacher, the problem is a difficult one, and many teachers do not succeed in mastering it. As a consequence, the education given in such a school is inferior in many points to that given in a large school. The population in the country districts is too much scattered to permit of the existence of large schools; but in the towns, such as Bray, with seven schools, and Arklow, with six schools, an amalgamation would, undoubtedly, have many advantages.

Very rarely do any persons in the neighbourhood of a school, Local except the manager, take any interest either in the school Interest. buildings or the children. The manager has to be at the expense of all the repairs, and has to provide the funds for additional class-rooms, and such educational apparatus as are beyond the means of the teacher to supply. Resort is had to collections upon Sundays, to week-day concerts, and other means, to provide the necessary funds. The manager has all the work and worry incident to such a duty, and as a consequence, he takes a deep interest in the success of the school. Managers. He is nearly always present on the day of the inspection, is invariably courteous to the Inspector, and receives his suggestions with interest and attention. As a rule, if he has the means at his disposal, he proceeds to carry these suggestions into effect. But he depends entirely upon the Commissioners and their Inspectors for the course of instruction to be given in the schools. He does not consider himself a sufficient expert in primary education to enable him to propose new programmes or modifications of programmes. Nor do I think he could be reasonably expected to be so well acquainted with systems of education and methods of organisation and instruction as to enable him to interfere in school work with success. Inspectors and teachers have been trained, and have had a long experience, year in year out, in the practical work of the schools, and have clear and sure knowledge of what can be done and what cannot, and there are few managers in Ireland who would consider themselves qualified to enter into competition with them on their own ground. They do not, therefore,

Mr. STRONGE. think of suggesting changes in the Code, or of holding examinations of the schools themselves. They prefer to be present on the day of inspection, and learn from the Inspector what he thinks of the school. Not that a manager does not know, apart from the opinion of the inspector, whether his school is doing good or bad work. He is seldom at fault on this point. He knows the character of his teacher, he is a frequent visitor to the school, and he learns much from the parents of the children. My colleague, Mr. Connelly, remarks that—

"In a few instances the managers have displayed anxiety to know what I thought to be the condition of the schools, and have invited suggestions, but it is only fair to the teachers in general to say that the work of re-organisation, the introduction of the new subjects, and their attendance at lectures of experts, as well as the use of new books likely to help them in the future, seem to stand to their credit almost exclusively."

There are a few schools in the circuit managed by laymen, and one or two by ladies. In the case of one of these schools the manager has not visited it for two years. As managers, they do not take the same active interest in the progress and success of the school that clergymen do.

Want of Local
Interest.

I have already said that one of the greatest drawbacks to the complete success of the system of primary education is the apathy and want of interest shown locally. The new scheme, revolutionary as it is in many respects, produced little comment, either adverse or favourable. The people generally seemed to consider it no business of theirs. This condition of apathy is deplorable, and that, too, where the interests of their own children—their nearest relatives—is concerned. Perhaps if the parents were given some control over the school buildings and school affairs generally their interest and activity might be aroused.

Extra
Branches.

I have examined once or twice in Mathematics, as an extra subject, a few times in Instrumental Music, and once in French. I have done what I could to induce the teacher to take up Mathematics, but they state that they have too many subjects to teach already. Irish has been taken up in many schools. The fee is high, and not difficult to obtain, and I fear some schools pay so much attention to Irish that English and other branches have suffered thereby.

Evening
Schools.

There are only a few evening schools in the circuit, one or two of which are doing useful work. There should be at least four meetings per week, which would mean 150 hours' instruction—a short enough time in which to learn anything worth having.

I am, Gentlemen,

Your obedient Servant,

S. E. STRONGE.

The Secretaries,
Education Office,
Dublin.

CORK, 7th February, 1903.

GENTLEMEN,—

As directed by your letter of 11th November last, I beg Dr.
to submit the following General Report upon the schools in ALEXANDER.
Cork Circuit No. 1, of which I have been in charge during the
past year :—

The circuit occupies the northern and eastern portions of the Circuit
County Cork. It includes the northern half of the City of
Cork, and the following towns are also situated in it, viz. :—
Mallow, Fermoy, Mitchelstown, Middleton, Queenstown, and
Kinsale. Outside the towns the great majority of the people
are engaged in agricultural occupations.

Speaking generally, the distribution of the schools cor- Accommo-
responds fairly with that of the population. There are dation.
few localities in which children are obliged to travel
unduly long distances to school. Two new schools are
required in the neighbourhood of Millstreet, but active steps
are being taken by the manager to provide the necessary
accommodation. Some twenty houses—chiefly situated in the
northern part of the circuit—are quite unsuitable for school
purposes.

Very little is done to give the school-houses and premises a
neat and tasteful appearance. External plastering which has
fallen off is not replaced; surrounding walls are not kept in
proper repair, and the walks in the school plot are too fre-
quently untrimmed and grass-grown. In fact, the school pre-
mises, in too many cases, are kept in such a manner as to
afford excellent examples of what should be avoided rather
than imitated.

The schools are, as a rule, supplied with a sufficiency of
desks and forms, but the desks are not always suitable in con-
struction. Most schools are provided with large maps of the
World, Europe, Ireland, and the British Isles, but the supply
of pictorial illustrations, charts, &c., is not adequate; hence
many of the rooms have a bare and somewhat cheerless appear-
ance.

The contributions of the parents to the fuel fund are not
always adequate, and in a good many cases have to be supple-
mented by the teacher out of his own pocket.

The schools are, with few exceptions, provided with out-
offices. These are not regularly cleaned, and indeed, owing
to the faulty construction of some of them, the performance of
this operation is sometimes a matter of difficulty. The neces-
sity for using deodorisers is not at all recognised to the extent
that it should be.

The teachers are, with few exceptions, a self-respecting Teachers.
and intelligent body of public servants. They have
shown most praiseworthy zeal and energy in endeavouring to
qualify themselves to give effective instruction in the new sub-
jects, and have exhibited a ready willingness to attend the
organisers' classes, often at much inconvenience to themselves.

Dr.
ALEXANDER.

I have had several conferences with them in different parts of the circuit; at one of these—held in this city—where I spoke for nearly four hours, I received a most patient and attentive hearing. The cast-iron conditions under which teachers did their work in the days of the Results system tended to repress all originality in method; hence it is not surprising that one of my colleagues finds them "wanting in initiative, and ignorant of school methods," though "earnest and industrious."

Attendance.

The attendance is either stationary, or tends towards a slight decrease. One cause of this is the reduction in the population owing to emigration. The chief causes which render the attendance less regular than it ought to be are:—(1) Field work in spring and autumn, (2) neglect and apathy on the part of the parents.

Proficiency.

There can no longer be any doubt that, from an educational point of view, the introduction of the Revised Programme has been of very great benefit to the schools. The mechanical methods formerly practised, even in the best schools, are gradually disappearing. More rational methods—which take into account that "the young mind is not a tank into which unlimited supplies of knowledge can be poured, but that it is an expanding organism requiring careful attention and skilful training"—are now beginning to be followed, and with the happiest results. In many of the schools the children now exhibit a degree of mental alertness and intelligence that was formerly quite absent, and which, until the conditions changed, seemed hopeless of attainment.

Reading.

No subject has been so much improved as Reading. The "formless, expressionless mumbling"—to quote the words of a colleague—which was so prevalent in our schools till quite recently, has, to a considerable extent, disappeared. It is now a common experience to meet with distinct, deliberate, and intelligent reading in which due emphasis is laid on the important words, and the proper grouping of words related in thought is attended to. In the case of the Sixth Standard, however, and occasionally of the Fifth, the crust of settled habit has, as might be expected, proved a considerable obstacle to improvement. Monotony and indistinctness still rather frequently characterise the Reading of the pupils in these standards. Curiously enough, in the cases of many schools in which the Reading is fairly good, the need for distinctness of utterance in general speech, or when answering questions, is not sufficiently realised. Explanation is usually fair or good.

Writing.

The proficiency in Writing is, as a rule, very fair, especially in the junior standards. The Writing of the senior pupils sometimes suffers owing to the lack of effective supervision.

Spelling.

Spelling continues to receive due attention, but the proper method of conducting exercises in Word Building is, as yet, but ill understood, and hence injury rather than benefit has resulted in many cases.

Composition.

Steady, if somewhat slow, progress continues to be made in Composition. Analysis is, as a rule, well taught, though its terminology is sometimes confused with that of parsing. The

instruction in Grammar is somewhat unsystematic, and little attention is paid to the "Etymological accidents" of words—Dr. ALEXANDER.
a serious omission.

The pupils in junior standards usually display satisfactory progress in Arithmetic, but those in the senior division are frequently more backward in it than in any other subject. The failure of these latter may, I think, be attributed to the following causes:—(a) The wording of the Revised Programme led to some misconception as to the extent of its requirements, (b) less time than formerly is devoted to this branch, and (c) the teachers have not yet been able to adapt themselves to the new methods which must be followed if this subject is to be intelligently taught. The "Unitary method" is not yet employed as widely as it should be. Arithmetic.

Physical Drill has been universally taken up. It is now popular with all—managers, teachers, and parents. In many cases its influence permeates the work of the school, and, in consequence, business is carried on in a quiet, orderly, and expeditious manner. In others, Drill is confined to the special time set apart for it, and its effect upon the general discipline is almost nil. Physical Drill.

Except in the city schools, instruction in Elementary Science has yet made only moderate headway. It is only of late that schools in charge of teachers who attended the organisers' classes have been supplied with the necessary apparatus. Elementary Science and Object Lessons.

The teachers have much to learn as to the main purposes to be kept in view when giving an Object Lesson. The didactic method is still too largely followed: suitable objects are not always used, and answers are taken in chorus. These defects in method seriously diminish the value of many of the Object Lessons given.

The blackboard is now almost universally employed in the teaching of Drawing. The improvement in this branch noted in my last report has been maintained, but there is still a tendency to occupy the pupils in *copying* design, instead of attempting some original work under this head, and many of the examples used afford very limited practice in Freehand. Drawing.

The exercises in Stick Laying and Paper-Folding, if intelligently carried on, are, as I can testify from experience, of much educational benefit to the pupils. Too often, however, these exercises are allowed to degenerate into a dull mechanical routine, which entirely destroys their value.

Singing has been taken up with a good deal of earnestness and zeal. Organisers were sent to this circuit for the first time in 1902, and their classes were well attended. I believe that every teacher who possesses any musical ability has commenced to teach this branch. Singing.

Needlework rarely approaches excellence. In the great majority of cases it can only be described as fair. Systematic instruction in Cutting-out is not as general as it should be. Needlework.

Cookery and Laundry-work have, as yet, been taken up in only a limited number of schools. No instruction in these Cookery and Laundry Work.

Dr.
ALEXANDER.

branches has yet been given by the sub-organisers to any of the teachers in the northern section of the circuit.

Organisation.

The bipartite system of organisation is still employed, with little modification, in all schools taught by one or two teachers. Indeed, having regard to the amount of school furniture available, no other system is possible, except in very few instances. The tripartite system is adopted in the larger schools. The permission to group standards for collective instruction has been availed of to a very considerable extent, and with excellent results. For purposes of instruction in Drill, Singing, Object Lessons, Drawing, and Manual Instruction, the standards are usually grouped in two divisions. Third and Fourth Standards form one group for instruction in Geography and History, while Fifth and Sixth Standards form another.

Very little has been attempted in the way of grouping standards while the Literary Reader is being used. This matter is surrounded with some difficulty. Unless great care is exercised, friction may easily arise between the teachers and the parents in reference to it.

Monitors
and Pupil
Teachers.

The monitors and pupil-teachers are usually well prepared in the literary subjects of their programmes, but their professional training is not always successful.

Managers

The managers and their curates regularly visit the schools. These visits serve as a check upon inattentive teachers, but in the great majority of instances, this is the only tangible result so far as my observation goes. A limited number of the managers insist on having the school-rooms and premises kept with some approach to neatness and taste, but this practice is by no means general.

The managers have not, to any considerable extent, taken the initiative in availing themselves of the powers conferred upon them under the Revised Programme and Notes in connection with School Organisation, and the preparation of suitable programmes of instruction. In the great majority of cases it was only after the need of drawing up "Plans of Work" was brought under the notice of managers and teachers by the members of the Inspection Staff of the circuit, that this duty was undertaken by them.

So far as I know, managers have not interfered to any great extent in the matter of school organisation. This has been largely left to the teachers, who, in dealing with the question, have been partly guided by the advice given to them in the professional journals, and partly by the suggestions made by the Inspectors.

A few managers have always been in the habit of examining classes from time to time when they visited their schools; the practice has not, so far as I am aware, become more general since the issue of the Revised Programme, and of the Instructions to Inspectors. I do not know of any case in which anything approaching a formal examination has been held by a manager.

It is to be regretted that in a considerable number of cases managers appear to find it difficult to be present at the annual examinations of their schools. If they could attend on these occasions, they would have a clearer insight into the state of their schools—from the point of view of educational efficiency—than it is possible to obtain in any other way.

Educational questions, as such, interest very few people in this part of the country except the managers. I speak, of course, only of Primary education. Even in such a matter of obvious duty as supplying fuel to the schools—or the means of procuring it—teachers find parents very unwilling to respond to any call made upon them.

Almost all of the managers to whom I have spoken on the subject, are now satisfied that the introduction of the Revised Programme has led to a marked improvement in the general intelligence of the pupils, and, therefore, now approve, in the main, of the changes made in the year 1900. The general public take only a languid interest in the New Programme.

Some prejudice was created against Paper Folding by its unwise introduction into the curriculum for senior standards, and, owing to causes which need not now be particularly adverted to, there was, at first, determined hostility to the practice of Drill in some localities.

Optional or extra branches call for no special remark; they are now taken up in very few schools.

Less than a dozen Evening Schools were in operation in the circuit during the session 1901-2. There was a great rush of pupils to them when they commenced operation, but, as soon as the novelty wore off, the attendance rapidly diminished. English, Arithmetic, Irish, with a little Mensuration and Book-keeping, were the subjects usually taken up. A certain amount of good work was accomplished, but the usefulness of the schools was much limited by the falling off in the attendance.

The Evening Schools have increased considerably in number this year. There are over thirty in operation in the circuit.

I am, Gentlemen,

Your obedient Servant,

T. J. ALEXANDER,

Senior Inspector.

The Secretaries.

Dr.
ALEXANDER.

Local
Interest.

Extra
Branches,
Evening
Schools.

Mr. DEWAR.

SLIGO,

31st January, 1903.

GENTLEMEN,

In accordance with your instructions of the 11th November, 1902, I beg to forward for your consideration General Report on the schools of the Sligo Circuit, inspected within the year ended the 31st December, 1902.

This report was prepared after conferences with my colleagues, Messrs. M'Glade and Rogers.

I am, Gentlemen,

Your obedient Servant,

E. P. DEWAR.

The Secretaries,
Education Office.

Description
of Circuit.

The Sligo inspection circuit for the year 1902 was practically made up of the three former inspection districts of Sligo, Boyle, and Ballaghaderreen.

If lines were drawn on the map through the towns of Sligo, Kiltimagh, Carrick-on-Shannon, Manorhamilton, and the small village of Grange, the area so enclosed would almost coincide with the area of the Sligo inspection circuit.

The towns within the bounds of the circuit are neither numerous nor large, and the industries are few and unimportant. The people depend almost entirely on the land for their support. In the southern portion of the circuit there is an abnormal extent of bogland, but in the other portions the physical features are normal, and the land is of good quality. The schools are sufficiently numerous and well located to afford ample accommodation for the educational wants of the circuit. The majority of the school-houses are spacious, and give plenty of space for the ordinary attendance of the pupils, but occasionally in winter, when farm-work is slack, some of the schools are rather overcrowded.

School-
houses.

The school-houses may be divided into two classes—those which have been recently erected and are for the most part vested, and those which have been in existence for a long time, and for the most part not vested. The new school-houses are in good condition; they are lofty and spacious, well lighted and ventilated, and provided with suitable grates. They have also large playgrounds and suitable offices. These rooms may be regarded as satisfactory. The older class of school-houses is not of such a satisfactory character. They are generally thatched and unceiled, have low walls, few and small windows, no grates, and are not provided with porches or cloak-rooms. They have earthen hearths, which serve for fire-places, and have often boarded floors, but neither playgrounds nor offices. They are not lofty and are not well ventilated,

and the roofs are not always rain-proof, as the thatch is not regularly renewed. They are always gloomy, with their black, unsightly roofs and their walls streaked with countless courses of black ink-like rain. The furniture and equipment are in harmony with the school-houses. The desks, like the houses, are old and antiquated, and the maps and charts, though comparatively new, soon assume, from smoke and damp, an appearance which is in sympathy with the dismal environment. These old houses are gradually wearing away and being replaced by new vested schools. But there are still too many of them, and their appearance does not inspire a zeal for education or enhance its value.

The newer buildings are supplied with modern furniture and equipment, and with the facilities for imparting a good elementary education. In these newer buildings, however, marks of neglect or abuse are often visible. The spoutings and the metal gratings of the ventilators are often broken, and the walls surrounding the playgrounds are often injured. Much of this damage arises from the school walls and playgrounds being converted into ball alleys during the summer evenings.

The schools are comfortably heated. Turf is abundant and a supply is brought by the pupils, who hold themselves responsible for this part of the school's equipment. The old custom has proved satisfactory and still survives. Each child carries day by day his share of the fuel.

The teachers are, as a rule, able and conscientious. They have made adequate preparation for their responsible office by undergoing a course of training in one of the State colleges, or by serving an apprenticeship as monitor or pupil-teacher. Those who have been trained have had an opportunity of becoming acquainted with the most approved methods of managing children, of conducting schools, and of imparting information. They have come into touch with modern requirements and with men whose work lies in grappling with educational problems and in determining the best and most effective methods of developing the physical and mental powers.

Those who have not been trained have served as monitors or pupil-teachers under the supervision and guidance of experienced teachers, and have acquired their arts and methods.

The teachers have omitted no opportunity of becoming thoroughly versed in the subjects and methods of the new code. They have not only studied text-books on these branches, but have attended in very great numbers every class conducted by the experts in the new subjects. If zeal in attendance at these classes and anxiety to obtain knowledge which will enable them to teach clearly and effectively be regarded as favourable omens, the new code ought to prove prosperous and successful.

The general attendance of the pupils is fair, and in different years there is not much variation from this standard. The centesimal proportion of the pupils in average attendance to the number on rolls is about 55. In some cases this proportion rises to 70, and in others falls to 45.

Mr. DEWAR,

There is a falling off in the attendance of the older pupils and the highest standards are not well represented.

In a selection of fairly representative schools, 77 per cent. of the number of pupils present at the annual examination was examined in the junior division, third and lower standards, and 23 per cent. in the senior division; and of those examined in the senior division, 3 per cent. was in Sixth Standard and 10 per cent. in Fifth Standard.

The want of employment in this circuit compels parents to emigrate to England and Scotland in search of work, and the number of migratory labourers is increasing year by year. Nor is the exodus confined to the adult population. It is gradually reaching down to boys and even girls of fifteen or sixteen years of age, and adding them to the number who go in search of employment. This enormous drain has its adverse influence on the schools. The oldest of the school-going children are withdrawn from school-life to carry on the ordinary work of the farms, and thus the number of pupils found in the highest standards is being lowered.

As a general rule, the school-leaving age in this circuit is twelve or thirteen years, and the school-beginning age is four or five years.

Proficiency.

No marked change has taken place in the general proficiency during the past year, and for some time it would be unreasonable to look for marked improvement in the proficiency.

The new branches of the code are being gradually introduced to some schools, and wider and more extensive courses of these new branches are being taught in others; thus the time and attention of both teachers and scholars are diverted from a smaller to a greater number of subjects, and from a restricted to a more varied course of instruction.

Progress will be manifest in those branches taught for the first time, and probably a falling-off in the proficiency will be equally manifest in the branches which have received less time and attention than before. In most schools, too, the length of the school-day has been unaltered, and the capacity of the teachers for effective work has also remained unaltered. Two factors which enter largely into the determination of proficiency.

Reading

While the general proficiency has been practically unchanged, I am able to record that Reading and Composition show progress. In many schools Reading is now firm, expressive, and intelligent. The great variety of Readers on the Board's list, and the interesting nature of the lessons, have made home reading much more common than heretofore. In addition much more time and care are given to this branch, which is now *taught* by the teachers. Formerly it was *practised* by the pupils.

Composition.

Composition is also better. The disregard of stops and capital letters is not so common, and the pupils seem to have a greater fund of information from which to draw.

Grammar is still very defective, and there is an absence of clear, intelligent instruction. The tendency to answer at random is prevalent, and a want of thinking power is very noticeable. Mr. DEWAR,
Grammar.

Writing and Spelling are fair; and Arithmetic is carefully taught, but errors in calculation are very numerous. Very few schools have been provided with weights and liquid measures, and this portion of the Arithmetic programme is virtually omitted. Writing and
Spelling.

Mental Arithmetic receives a very fair share of attention, and questions are, on the whole, accurately and expeditiously answered. Mental
Arithmetic.

Drill and Drawing are taught in almost every school, and show fair proficiency. The course in Drawing is not yet wide, but a good beginning has been made. Simple combination and arrangements of straight lines, made on dotted paper, are generally taught, and beyond this not much has been attempted. In a very few schools practical Geometry and Scale Drawing have been introduced. Drawing.

Drill has made more headway than any other of the new branches, and perhaps in no other branch is the character of the teacher more clearly outlined. His thoroughness, or want of thoroughness; his keenness or bluntness of vision, his satisfaction with execution of movements more or less precise, vigorous and beneficial, are all distinctly revealed in the Drill exercise. As a general rule, the teacher who is strict in his demands for full and accurate knowledge in the literary branches is equally strict in his demands for thorough Drill movements; and the teacher who is contented with inaccurate and partial knowledge in the literary branches is equally contented with Drill, which is wanting in precision, in exactness of position, and in unison of movement. The careless and untrue positions assumed by the arms and legs renders much of the time devoted to this branch comparatively lost. I have noticed that there is a very strong tendency to have the Drill movements executed in a fixed, constant order, so that the pupils become acquainted with the routine, and act from habit. The necessity of listening for commands does not arise, and the exercise loses one of its highest aims and fails of developing the power of attention and of prompt action. Drill

Singing is generally practised, but the course taught is not more extensive. The chords of Doh and Soh, on the Tonic Solfa system, are traced, but beyond these the teachers fear to venture. The school songs are not sufficiently varied. The teachers feel unable to attempt a wider course in this subject. Singing.

Elementary Science, Manual Instruction, and Cookery have been taught in a few schools, but up to the present the appliances required for these branches were not sufficient.

The teachers have not, until quite recently, had an opportunity of receiving instruction from experts in these branches.

Object Lessons have been fairly well introduced, but the instruction is not of a systematic or intellectual kind. Object
Lessons.

Mr. DEWAR.

teachers got their information from text-books, and when imparting it to their pupils, were too often compelled to follow the words of the book. Many of these words conveyed no definite ideas to the pupils, and thus the lesson which was meant to cultivate the intelligence and develop the powers of observation and description, sank to the level of a mere catechism, and consisted of a cut-and-dry series of questions and answers, which were glibly asked by the teachers and indistinctly answered by the pupils. Under such circumstances it was not easy to sustain the interest of young children. Finally, the teacher wrote a list of formidable words on the blackboard, and seized the opportunity of tacking on a Spelling lesson to his uncongenial task. Object Lessons, as taught, are not calculated to brighten pupils or make them more intelligent. Very little has been attempted in the more advanced portions of the Science programme. The teachers are, however, most ardent, and most anxious to receive any hints which will make their own course more clear. Too much in this Science programme cannot be expected from either scholars or teachers. In this branch, especially, true growth must be slow.

Manual Instruction.

In one or two schools a very fair course of Manual Instruction has been taught, but in the other schools—and they are not numerous—where this branch has been introduced, the work is practically confined to Paper-folding. If new or unseen "folds" can be devised by the teacher the instruction will prove interesting and profitable, but when the "folds" are constantly repeated, they become familiar, and the instruction fails to excite the thinking powers and to strengthen the ability to interpret, or construct from, the drawn plan.

Needlework.

Needlework shows very considerable improvement. The use of suitable patterns, and example or demonstration pieces, for class instruction, and the study of and continual reference to approved text-books, are among the benefits which have accrued from the lectures and exhibitions which have been given in this circuit. The teachers are unanimous in their high estimation of the skill and methods of Miss Glynn, the instructress.

The specimens worked by the pupils may not at first sight show much improvement, as this depends on individual practice, but the methods of explaining the various steps and of illustrating the proper stitches have been lifted from individual tuition to class instruction. In this branch the teachers feel on firm ground, and have no hesitation in urging the pupils to reach to great excellence.

I may add that darning shows most marked improvement. An orderly arrangement of the wool has been evolved from the veriest confusion.

Organisation.

In schools conducted by one teacher, in which most, if not all, of the new subjects of the code were previously untaught, a modification of the old system of organisation was absolutely necessary. It was no longer feasible for one teacher to give effective instruction to five or six different classes in as many

Mr. DEWAR.

different programmes, especially when each class required the whole time and attention of the teacher. A rearrangement of the programme or of the classes was absolutely needful. In most of the new subjects all the pupils had to learn the very elements, and this circumstance conduced to the grouping of classes. In different schools the grouping was different, but as a rule the school was divided into two divisions, the junior and the senior. The senior division, consisting of the highest standards, was formed into one class, and similarly the junior standards were grouped together, and made a second class. In some schools all standards were united to form one large class. This grouping of pupils of various ages and abilities modified the course of instruction, and, at the same time, enabled the teacher to give his whole attention to one class and one subject. The result has, on the whole, proved encouraging. It has brought the pupils more under the direct instruction of the teacher, and made them more earnest and assiduous, while it is gradually making the teaching staff more of teachers and less of examiners.

It is noticeable that standards are seldom or never grouped when Reading or Arithmetic is taught. Popular opinion is quite against this. The pupil's *reader* and his *rule* in Arithmetic are the tests by which the child's progress is measured, and no interference with these time-honoured tests would be tolerated by the parents. No advance in the reader is equivalent to no progress of the pupil, and this ends in his transfer to a neighbouring school.

The monitors and pupil-teachers receive regular and effective instruction. They are, as a rule, good scholars, and pass creditable examinations.

Monitors
and Pupil
Teachers.

Sufficient care is not, however, taken to train them as teachers. They do not make adequate preparation for the lessons they have to teach, and the teachers do not lay sufficient stress on the importance of this preparation, or on the arrangement and lucidity of the monitor's notes. The monitors are left too much to themselves when teaching, and the teacher seldom listens to the monitors when in charge of classes, so that he may be able to point out the faults of manner, the defects in language, and the method of treating the subject. The monitors' methods and style are seldom criticised, and they are never required to re-write their notes or bring them more into conformity with the teacher's views. There is not enough care taken with the professional side of the monitor's training, and hence his display at a practical teaching test is often crude and unfinished.

Much more attention is given to the professional training of the pupil-teachers, who have acquired considerable skill in managing and instructing a class. Their scholarship is always satisfactory.

The managers visit their schools regularly, and use their best efforts to secure a full attendance of the pupils. So far as I know, the managers do not interfere with the methods of work

Managers.

Mr. DEWAR.

adopted by the teachers. The organisation of the school, the methods of imparting information, and of arranging or grouping classes, are left entirely in the hands of the teaching staff. In conversation with managers, I have learned that they regard the teachers as educational experts, trained in the best ways of conducting schools, of communicating knowledge, and of developing the powers of the pupils, and as their own special training has been on different lines and with a different aim, they are slow to encroach on the special province of another profession. Many managers feel they have fulfilled their obligations if they provide the best available teachers and secure the most regular attendance of the scholars.

In their visits to schools the managers become cognisant of the industry and application of the teaching staff, and learn much concerning the order, discipline, methods of work, and proficiency of the pupils, and arrive at an accurate judgment regarding the merits of the teachers and the worth of the school. In no instance have I known a manager to hold a formal examination and submit the pupils to tests in the various branches, and in only one or two cases have alternative programmes been proposed for adoption. Even in these cases the initiative was taken by the teachers. The managers regard the teachers as best qualified to determine if any deviation from the official programme would be beneficial for the locality, and to what extent a modification might prove advantageous. The managers adhered to the official programme and were, at the same time, not over zealous for its entire adoption where teachers were distrustful of their ability to introduce any portion with success. The teachers were left free to select the branches, or portions of them, which should be first taught, and the standards, or groups of standards, to which the instruction should be given.

Local
Interest.

Local interest in the welfare of the schools—apart from that of the managers—is scarcely appreciable. In a few instances donations of books or magazines have been made to found a school library, but I have not heard of any case where a local grant was given to provide a special equipment to aid in the introduction of the new scheme, or to assist in the general work of the school. Managers and teachers do sometimes give prizes and tea-parties to the scholars, but these are not common and cannot be regarded as evidence of general interest. Where an equipment was provided for the introduction of any new branch, the cost was borne by the teachers. But the want of local interest is shown by the dearth of visitors to our National schools. Scarcely ever does a visitor enter a school. I doubt very much if one in every thousand of the parents whose children attend the schools has the faintest idea of the work which is done in school, or the methods by which it is done. The common apology of the teacher when accounting for the timidity or diffidence of his pupils is that "they never see the face of a stranger." So long as the public do not visit our schools and manifest an interest in the pupils and their

progress, in the methods of instruction and in the subjects taught, so long will the local public fail to find the funds required to equip the schools or give prizes to the pupils. Mr. DEWAR.

Optional or extra branches scarcely exist.

Irish was taught in a few schools, and the classes were examined by Mr. Lebane.

Each of the other extra branches—French, Latin, Mathematics, and Instrumental Music—was taught in two or three schools, and showed fair proficiency.

Typewriting and Shorthand form part of the curriculum of a few schools.

The Evening schools conducted during the session 1901-2 were in general fairly successful. The usual branches were English, Arithmetic, Mensuration, and Irish.

Since the beginning of the session 1902-3 there has been a great increase in the number of schools, and the enthusiasm and energy of the students gave hopes of progress and prosperity.

At the time of writing this report it is too soon to pronounce on the success which may attend these schools, but if their number and the average attendance of pupils be an indication, one may conclude that the value of education is at last being recognised.

E. P. DEWAR.

General Report on Waterford Circuit.

The south-east circuit extends about 120 miles round the coast, from Gorey in Wexford to Killeagh in Cork. It embraces nearly the whole of Co. Wexford, most of Co. Waterford, and over a third of Kilkenny, with portions of Carlow and Cork. Dr. SHEPPINGTON.
Circuit.

It is mountainous in the north, where the Blackstairs, continuing the Wicklow Mountains, bound Carlow and Wexford, sending spurs into both counties. And from Mount Brandon, which separates the valleys of the Barrow and the Nore, there is much waste ground and upland to Tory Hill overlooking the fertile valley of the Suir. In the west again, the Comeraghs and Knockmeldowns cover a good part of Waterford with outlying stretches of barren highlands. Mountains.

Five fine rivers with their tributaries drain this large area, the Barrow, Nore, and Suir, into Waterford harbour; the Slaney into Wexford harbour, and the Blackwater into Youghal harbour. These flow through much highly picturesque scenery, and by daily steamers facilitate communication with Duncannon and Wexford, pending the completion of the Ross and Rosslare railways. But as the steamer only plies on the Blackwater at irregular hours for a few summer months, and as it is a tedious and severe drive from Dungarvan to Youghal, which is within an hour's rail of Cork by several daily trains, it would much facilitate and cheapen the work of the Water- Rivers.

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ford and Cork circuits if their boundary was drawn midway between Dungarvan and Youghal, and this circuit extended northwards along the railway to Kilkenny.

Sections.

The circuit, which contains 407 day and 20 evening schools, is divided into east, north, and west sections. In 1902 Mr. M'Alister had charge of the east, Mr. P. J. FitzGerald of the north, and I inspected the west section, besides visiting many schools in the other sections.

My colleagues have contributed their experience and suggestions to this report.

Occupations
of the people.

The circuit contains no densely-peopled district, nor large manufacturing centre; the chief industries are connected with agriculture, and the rearing of horses, cattle, and pigs, inland; much barley is grown in Wexford and Kilkenny for malting; along the coasts and rivers fishing, and the exportation of home produce and importation of wheat, Indian corn, coal, &c.

There are some small local industries, as bacon-curing in Waterford and Enniscorthy, foundry and manufactory of cycles, agricultural implements, &c., at Wexford; factories of woollen at Kilmacthomas, and cotton at Portlaw, and some smaller ones; flour mills, breweries, &c.; brick-making, including that at Waterford from the harbour cliffs, and the lately-revived glass and bottle-making.

It seems strange that the money lodged in banks, and used to carry on the manufactures of Belfast and the North, is not applied to other suitable local industries, which might help to stay the emigration so much bewailed. Thus, the climate is well adapted to the growing of flowers and the raising of fruit from which jams and jellies could be made, as from the fine and plentiful blackberries. Much might also be made by rearing fowl and producing eggs, always so scarce and dear in large towns as Dublin, where the high price of milk and butter should encourage a profitable trade from the rural districts, where milk sells at 5d. a gallon.

Much of the present waste lands should pay labourers to grow fruit, rear fowl, &c., and thus support a much greater population.

School
Accommo-
dation

The schools are mostly of the ordinary type, rural, village, and small town schools. The only large ones are Convent schools, varying from 100 to 700 in attendance, in which nearly all town girls and infant boys, as well as many from the surrounding country, are educated. These Convent schools, including those of the De La Salle Monastery, have the most commodious buildings, the most comfortable rooms, the best appurtenances and sanitary arrangements, the newest furniture and fittings, the most approved appliances and educational aids; they form also, in general, excellent examples of cleanliness, order, discipline, &c.

In the cities of Waterford and Wexford, and the towns of New Ross, Enniscorthy, Dungarvan, Tramore, Lismore, and Youghal, most of the older boys attend the schools of the Irish Christian Brothers.

There are still too many school-houses of the old type—but one room, scanty conveniences, limited appliances, antiquated desks; not well provided with fuel in cold and wet weather, some of the grates being unsuitable. But many, and the number is increasing every year, are of the new type of vested schools, with galleried class-rooms, good playgrounds, proper offices, and suitable furniture.

The official floor space of eight square feet is usually exceeded, but that limit is insufficient for modern requirements, when every pupil is expected to have a seat, when Hand-and-Eye training is compulsory, and Science must be taught; when weighing and measuring have to be practised; when Kindergarten games and Physical exercises must often be taken within doors on account of bad weather; when Cookery is a practical subject, and even Laundry is commenced.

It is difficult to keep up the standard of taste to a proper grade as to cleanliness, neatness, order; for these are not features of the South generally, and the teachers are not stimulated by examples of taste and brightness all around them; hence they are prone to relapse into habits of carelessness, some seeming not to see or feel such defects, even female teachers showing laxity in this respect; thus in one girls' school I found the sweepings of weeks heaped up behind a press in the school, in another mixed school the boarded partition between the closets was almost entirely broken down. On the other hand, there are pleasing examples (but all too few) of superior taste in cleanliness, order, ornamentation, &c.

Among structural improvements effected during the year may be mentioned:—Clonpriest, beyond Youghal, where new vested schools replace very old and bad structures; at Ballyduff, near Lismore, a new house is rising on the site of one of the very worst of the old type; in Cappoquin, new vested houses supersede the old Convent schools; at Carrigeen, Co. Kilkenny, the new houses are nearly completed; in Camolin, Co. Wexford, new vested schools are in operation, and those at Ballycanew are nearly finished; while at Oulart and Lady's Island, in the same county, new schools are approaching completion.

In several other cases new school-houses are about to be erected, as at Portlaw Convent, at Kilmacow Convent, at Clologue, Thomastown, Skeoghvotheen, Gorey, and Caim.

In still further cases applications have been made for building grants, as at Moonamean, Ballindaggan, Cranford, Templedigan, and Leisterlinn, where such improvements are badly needed; but delays not unusually occur as to terms of leases, extent of site, raising of funds, &c.

Many others have been (or are about to be) improved, as Tallow M. and Convent, Ballyduff (2), Garranbane F., Newtownberry Convent, Graigue M., Ferns M. and F., Shanbog, Duncannon, Sbielbeggan.

There are several old schools in need of improvement, as Bad Villierstown, Co. Waterford, a very unsuitable structure, 100

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Buildings.

Taste.

Improvements.

Bad Structures.

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years old; also Kilwatermoy; Tobberabrone, Dunkitt, Malinavatt M., Newmarket, Co. Kilkenny; Askamore, Bree, Aghclare, Poulfur M., Oylegate, Coolgarrow, Co. Wexford; and Inch Schools, Co. Carlow.

In a few cases clay or tiled floors are still found; and several are defective as to out-offices or minor repairs.

Managers complain that the scale of grants is inadequate to the modern requirements of contractors.

Minor
Repairs.

The Convent schools, forming such an important part of the whole, are well kept up in repair, painting, &c., at much cost to the communities.

As to the ordinary schools, the minor repairs, cleansing, &c., as well as providing fuel, maps, &c., depending in many cases on the care, taste, zeal, and energy of the teachers, are often much less satisfactory than could be wished; partly from want of taste, largely from want of attention to small matters, as (1) not having mat or scraper, and not requiring pupils to clean their shoes outside, (2) not having holes or pools at school-gate door, or on paths, filled up to prevent damp feet and wet floors; pupils could easily do this sort of work by bringing stones or gravel; (3) not preventing pupils from kicking or rubbing against walls, woodwork, and even maps, &c.; (4) not keeping tablets, &c., free from soilure or damage; (5) not being careful to preserve windows from breakage, and especially not repairing cracks by putty or patch of glass; (6) neglect of latches, cap-racks, &c., not replacing nail or screw, &c.; (7) want of attention to out-offices. In all such cases if the small beginnings were well watched and blemishes mended, much waste and cost would be spared.

I have known some of the best teachers pride themselves on how much they could do in this way, while some of the worst think this matter beneath them. There are some school-rooms models of taste and neatness, which must have a lasting effect on the pupils; but in too many cases carelessness is painfully evident. Yet very small weekly or monthly collections from pupils would keep up many of these small matters, besides forming most useful practical lessons to the pupils. The provision of fuel, for instance, is often put off till the evil day of rain and cold, or the supply allowed to run out without renewal till snow or frost sets in. Yet there is nothing the pupils stand more in need of than such examples of forethought, foresight, and prudence. Premiums, which have done so much to improve the grounds of railway stations, should be useful here also, through competition of school with school.

Premiums.

These responsibilities do not and should not fall on the teachers, though the nuns are here also exceptions, and do provide or obtain funds for all such purposes, having exceptional facilities for getting up bazaars, &c.

Vested
Schools.

As regards schools vested in local trustees, there seems to be good reason for placing the cost of repairs on the trustees, since the houses must be used only as National schools, and are subject to the same rules as those vested in the Commis-

signers; both classes should be kept in repair by the Board of Dr.
Works. SKEFFINGTON,

As to non-vested schools, there should be some local fund for repairs, apparatus, or perhaps it might be obtained by an amendment of the Compulsory Attendance Act, empowering local authority to make the required grants, as there is already power to pay the salaries and expenses of the Attendance Committees. Non-Vested Schools.

Fortunately bad houses do not always imply bad schools; in some of the worst houses very good teaching has been done, and *vice versa*, bad teaching in good, well-equipped houses. Even as to Penmanship, very inferior writing may be found on excellent new desks, and good, careful script on those of most inferior make. Again, in adjoining houses, whether good or bad, the schools are not infrequently very different in character—so true is it always, that "as is the schoolmaster, so will be the school," and that the good teacher rises above his surroundings, while the bad one sinks under any circumstances. Nor does the attendance depend so much on the material as on the mental elements of the school. Houses and Schools.

I have chiefly to confirm my observations of last year, that Teachers. the teachers continue to display zeal and earnestness to improve themselves in the new subjects, making great efforts to attend classes, often at much inconvenience and some expense. Some of the older teachers, however, find it hard to keep pace with the new learning; and it is easy to see that their information is superficial, and that they are only capable of following in a fixed groove, from want of that mastery of principles and grasp of methods, which can only accrue from sound study, long training, or bright talents. The lately-trained teachers have, of course, acquired better ideas of the new methods and subjects; but even as to these (at least the females), their mathematical ideas are often indistinct, and their scientific notions vague. And here it is so easy to make glaring blunders, to plunge from the lofty to the ludicrous, that "a little learning seems a dangerous thing." And if teachers after two years' training show weakness in these matters, what can be expected from six weeks' students, or those who get only fortnightly lessons? All that can be said is that they do their best.

The pressure of the new courses is hastening the resignation of the older and less skilled teachers, leaving room for the newly trained; and in the long run it is on the Training Colleges we must depend for a properly educated teaching staff. Hence the need for sound teaching of Science and Mathematics, requiring professors and examiners thoroughly qualified in these subjects.

The classes for teachers have had beneficial effects in enabling Teachers' rural teachers to see good schools and appliances, so as Classes. to raise their ideas and tastes; also to meet and discuss with their fellow-teachers the difficulties of the new courses, and the aids to understanding and teaching them. Some such meetings would be at all times useful or necessary to keep up

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the intellectual status of teachers; for how easy it is to forget, to slide backwards, in case of isolated rural teachers.

The Convent schools have furnished convenient centres for such classes in Science, Hand-and-Eye, Singing, Cookery—in fact in most cases they are the only available buildings for such purposes. The Convents were anxious to have the classes on account of the training for their own teachers and monitors.

The teachers have in some places, as at Waterford, got up classes on Saturdays, and paid teachers for lessons in Drill, Hand-and-Eye, and Vocal Music.

Salaries.

The teachers in this circuit are generally well satisfied with the present mode of payment by fixed salaries, that is the older teachers, whose incomes were calculated on Results earnings. I have heard few, if any, complaints.

Increments.

The prospect of triennial increments has also good effects in inducing teachers to work for good reports, and not to be satisfied with merely passing.

Attendance.

In some parts of Co. Wexford the attendance seems increased, owing to the enforcement of the Compulsory Attendance Act; but in some parts of Co. Kilkenny the attendance is very irregular, chiefly owing to scarcity of labour and carelessness of parents. On the whole, perhaps, there is not much change in the attendance; one school gains and another loses, in a town, or the pupils flock for a time to a new school or a new teacher.

Weather.

The great enemy to steady attendance is the weather, especially the rain, the soaking wet; and when one meets the pupils returning home drenched of an evening, often going long journeys, and many having no great comforts at home, nor perhaps fires to dry their clothing, nor changes of apparel, it is easy to understand much of the irregularity. And though the schools seem numerous enough, yet there are pupils who have over two miles to walk to many schools.

Most of the schools are far from being palaces, as we all know to our cost, for what can be the state of country schools closed up in wet weather from Friday to Monday? There should surely be better provision for drying the outer garments of pupils in wet weather; though many of the schools are more comfortable than the homes of some pupils, especially the Convent schools; but the Convents also feed many of the children, give breakfasts to some, and luncheons to many, and also clothe numbers, especially as to boots and bibs; doubtless all these help their attendance.

Diseases.

Measles and whooping cough are the two chief epidemics that thin the schools, and cause much anxiety to teachers and managers, the attendance often dropping so as to seriously affect the average.

Occupations.

The usual employments that keep pupils from school or detain them late are: planting, weeding, gathering of crops, keeping house for parents at work, fishing, going with milk to creameries, &c.

Many idlers, too, may be seen at corners of towns and villages, or sitting, lazy and dirty, by the roadside, with no apparent cause for truancy but careless parents, which also implies ignorant parents, for those who have some education are anxious to secure its advantages for their children.

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Idlers.

Generally it may be said that Reading is improving in clearness, fluency, and intelligence, as a natural result of the variety of Readers, and of the prominence given to English. Explanation also shows much improvement, both as to facility of expression and knowledge of subject-matter. In the Historical and Geographical courses, as might be expected, pupils take most interest in sketches of stirring events, romantic episodes, personal incidents, &c., whether legendary, as the "Swans of Lir," or historic, as the lives of St. Patrick and Brian Boru, or of Strongbow and Coeur de Lion.

Proficiency.
English.

Composition is also improved as to spelling, intelligence, expression, and penmanship in the earlier classes.

Two points here require attention (1) replying always in fully-formed sentences leads in many cases to pedantic and unnatural forms of expression, as might be expected; (2) the marked stress laid on the final consonant led in one otherwise good school to such stiff and erroneous pronunciation as "andde" for and, "hadde" for had, &c.; in fact the reading was spoiled and halting, and as if all the pupils had a stammer. Many teachers read Dictation in this way, which causes greater errors, by obscuring the words and confusing the sense.

Cautions.

On the other hand, I have heard final t sounded like s, cat like cas, which, however, was a more pleasing error.

Though in many schools pronunciation is improved, yet there is far too much coarse and vulgar pronunciation, generally due to carelessness of teachers, and too often to their own bad example. It would seem almost incredible were I to repeat here all the vulgarities I have heard (and noted) from the lips of teachers; how common it is to hear "wan fut" for the frequently recurring "one foot," and other similar errors, not only unchecked in the pupils, but even enforced by teacher's example. Male teachers are the worst in this respect, and even trained teachers are not free from such faults; bad habit and want of reflection on one's own pronunciation are the causes of this serious but curable defect. Again, I have heard a highly-classed and trained teacher correct a pupil for saying "It lets in the light," making him say, "It leaves in the light." In these matters of pronunciation and expression the teachers are decidedly to blame.

Pronunciation.

It is suggested that Word-building, properly taught, as exercises on the sounds and forms of words, might be a useful aid in teaching correct pronunciation by analogy, through such exercises as those of infants' tablets, and earlier sections of First Book. Even Second Standard could be brought over these Tablet exercises, and thus the sounds of vowels, consonants, &c., be systematically taught, if there were a good model.

Word-building.

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Mental
Arithmetic.

Mental Arithmetic is now much more taught, and from text books; and the pupils are much smarter at such calculations as are practised, though there is often much hesitation in application to new problems, showing the danger of falling into mechanical grooves. The correct plan is (a) exercises to ensure accuracy and speed in the four common rules, (b) practice in solving simple problems in prices, &c., varied so as to require fresh thought daily.

Decimal
Notation.

In the early stages of Notation and Numeration, a decimal counter is too rarely used, the duodecimal ball-frame being hard to displace, though as a stumbling block it should be eradicated, or reduced to decimal dimensions. There is little difficulty in leading pupils to feel the simplicity and order of the English numerical system, on the principles of which, it is to be feared, teachers reflect too little in teaching the elementary stages, in which also it is important (a) that only small numbers should be used, (b) that the use of the simple rules should be taught through applicate questions, not mere abstractions.

Decimals.

The use of decimals is now much more familiar, and their manipulation much readier; but it is still too common to find mere theoretical instruction in decimals, instead of simple inductive teaching by aid of the metre and its parts, as recommended in the programme, and by which even Third Standard can understand a good deal of decimals. I have impressed this use of the metre as the best introduction to decimals. I have also had the square metre and its 100 parts drawn in many schools, in order to illustrate square measures. In one school the teacher had a cubic metre locally constructed, and used as a cabinet for all the metric weights and measures: I think this is unique. Another teacher had the metric weights run in lead.

Mensuration.

Mensuration is now much more extensively taught and better worked, though here, too, the tendency to follow fixed tracks is too evident, while ideas of surface and solidity are often vague or incorrect; thus, multiplying measures of length together is often supposed to turn out squares or cubes, female teachers being specially weak in this matter. Metric Mensuration is not well worked generally, and a recent circular acted as a damper on this branch; some teachers ceased teaching metric measures, inferring that only leading ideas were wanted.

Arithmetic.

Proportion should be included in Sixth Standard course; it is used in Elementary Science problems, and the Unitary method, though a good mental exercise, is not a ready practical method where large numbers are used. I have not allowed Arithmetic to go down. Where Sixth Standard pupils are presented, I find them able to work fair questions, and Bills of Parcels are better worked in Fifth Standard, though not so neatly as could be wished; and I find a want of facility in taking down sums dictated, from trying to write out verbally, instead of merely figures and short notes.

Standard Arithmetics and Standard Cards are in use, and should be encouraged; teachers cannot make out all their own questions, any more than their own Reading lessons. From my questions on theory of Arithmetic, I consider that it is fairly well taught.

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Books and
Cards.

In practical Measuring, which should be specially a lesson in care and accuracy, there is too often careless slovenly work; the ruler is not properly handled, its two faces, sides, edges, &c., not clearly distinguished—even at times a mixing up of metres with inches; again, the end of the ruler is not definitely marked by a line, but by the finger, or even merely by the eye. It is very difficult to get care and accuracy taught by teachers wanting in these qualities, but where Measuring is duly taught, it is very interesting to the pupils, and makes them smart and intelligent, as well as accurate. Similar remarks (*mutatis mutandis*) apply to the less commonly found weighing.

Measuring.

Weighing.

Drawing is now very general, and is mostly on the new lines of Hand-and-Eye designs. In this branch decided progress is being made, so far as straight line forms; but as to curves, comparatively few schools have done much. Drawing plans of school, &c., and also drawing to scale, are as yet practised in but few schools, though most useful and instructive exercises.

Drawing.

Manual training has been generally taken up, at least as to Paper-folding; and Brickwork is now coming in evidence. I cannot agree with those who slight this work on the flimsy ground of the lightness of the materials; for like all the rest it is simply an application of Kindergarten methods to teach accuracy, neatness, dexterity, power of interpreting and practically imitating drawings, or evolving forms from dictated directions; it also teaches geometrical terms, line, angle, &c., practically, and may give sound notions of areas, of regular figures, and also of fractions. It is a sort of more realistic drawing, or of elementary modelling.

Hand-and-Eye
Work.

I am sorry to say that many female teachers (even some trained) have shown much weakness as to mathematical ideas and principles, whether in the practical work of drawing parallel lines, or in constructing relative areas. Thus, one told the pupils to make a square of double the side to obtain a square twice as large.

Female
Teachers.

Drawing plans and elevations of bricks or blocks is a very valuable training in geometrical forms of three dimensions, and must be very useful to boys about to engage in arts of construction. I have seen this well done in a few boys' schools, and it developed both the senses and the intellect. Indeed, the same must be said of the Paper-folding where, duly taught, even little children show much smartness; but in some cases the effect is diminished owing to accuracy not being insisted on by the teacher.

I may here remark that some of the schools, as Dungarvan Convent of Mercy and Kyle National Schools, furnished speci-

Cork
Exhibition

Dr. SKEFFINGTON, mens of Drawings, &c., to the Cork Exhibition, and several others would have done so had they received adequate notice.

Science Object Lessons. The Science so far found is chiefly measuring of lines and proving of areas, &c.; closely linked to Drawing. Some go further, to measuring diameters and circumferences of coins, and deducing their ratio, though it is to be feared the idea of ratio is not often well mastered so early, especially as it is outside the arithmetical course. In a few schools a good deal more was done, as measuring surfaces of cylinders; and there are great differences as to both the mechanical accuracy and the intellectual training derived from all such problems, depending chiefly on the individual teacher. The really superior teacher has here a field to display his powers to advantage, but in too many cases it is merely giving each child a penny to measure, with, of course, like results. Coins, &c., of various sizes should be used, in order to prove that the ratio is the same in all cases, as well as to ensure independently accurate work.

Progress. As to both Hand-and-Eye Science, the teachers quickly take up the cue from the sub-organisers, who, they say, caution them "to go slowly," "not to rush at these things," and so on—cautions quite needless, as some teachers seem afraid to make any progress, so that schools had to be revisited to find evidence for recommendation of equipments. The rate of progress varies widely among teachers of similar circumstances. While some turn the metre into a balance, and devise experiments proving the laws of the lever, &c., others would wait for the full equipment before making a beginning. I am glad to know that the sub-organisers are to visit schools, and suggest plans to devise apparatus and experiments.

As formerly stated, there are several items of the Hand-and-Eye apparatus not required at the present stage, which the teachers do not know how to use, and which form a large part of the cost.

In one case a barometer was made (filled, &c.) by a nun; another nun gave a very fair lesson on the lactometer. All such experimental work rouses the interest of the pupils very much, and in most cases neat notes are kept, including sketches of experiments.

But there are too many evidences of the very superficial or incorrect ideas acquired by teachers. Thus, one mistress taught that "the freezing point was 32 degrees below zero"; a master (lately trained) taught "that chalk was malleable because it broke under the hammer"—and this is a common error, to explain malleability as brittleness. Another lately-trained master taught "that there was coal all through Ireland if dug down for anywhere"; yet another (recently trained) taught that "coal burns and stone does not, because there is a gas in the coal that is not in the stone"; this he attempted (but failed) to prove by the old pipe experiment. Again, in the Science note-books, an attempt is shown to prove by measurement "that a line is equal to the sum of its parts," but on account of fractional losses, the contrary was proved.

The proper plan would be to test the accuracy of measurement by conformity with this axiom, itself needing no proof.

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Object
Lessons.

Another generally good teacher, giving an object lesson on a daisy, treated it as a single flower, and not as a capitulum. The treatment of Object Lessons varies greatly. An excellent course is given at the Ursuline Convent, Waterford, on flowers and plants suitable for the various seasons, and in a good many cases very fair Object Lessons are given; but there are too many of a useless sort. Thus, in one case, the master had Murché's book in his hand, and asked questions out of it without showing any object or even picture; in another case the lesson (on an orange) was a repetition of facts learned off by heart, and not from observation; too commonly there is plenty of information and repetition, and but little observation or description.

Vocal Music continues very popular; even the Staff Notation is now taught in the best schools, and pupils taught by Tonic Sol-fa take up the movable Do system much more easily than those taught on the old staff theory. In the Dungarvan Presentation Convent a chime of bells was used to give the scale notes, and many tunes. Many teachers, however, are sluggish in this as in other matters, and are content with mere elements; some do not give enough of exercises on the Modulator, and some have not Time sheets.

Vocal Music.

Drill does not appear to assist in discipline and order as might be expected. In one school where Drill was very good, in fact taught by a soldier, the pupils were distinctly slow in carrying out general orders, perhaps because not taught by Drill by the teacher, who is better than an extern teacher, unless in special cases. But the applications of order and discipline in the routine of school-work is not often satisfactory; there is too much rushing for slates or running for books, &c. Seldom does the end pupil quickly and quietly pass slates around, copy-books along, &c.; and even where this is done, there is usually too much fuss and formality—for instance, each pupil successively *passing on* books, &c., along the desk, a very slow process.

Drill.
Discipline.

In many cases, too, self-reliance and independent effort are not enough encouraged, in Arithmetic, Dictation, Composition, &c., as shown by the difficulty of preventing prompting and copying, similarity of essays, &c.

Cookery has made some progress, and even Laundry is now met with.

Cookery and
Laundry.

A special feature was the Musical Drill and Singing at Cookery and Laundry-work in the Dungarvan Convent of Mercy. These practical subjects are very popular with girls, to whom they should be most useful directly, to say nothing of the lessons in neatness, tidiness, care, economy, &c., practically learned.

And here I may note that I think there are many schools under female teachers where Cookery, &c., might be allowed as an alternative to Science, or rather as an application of the

Cookery and
Science.

Dr. SKEFFINGTON. elements of Physics and Chemistry. And, further, I think that if Cookery is to be made general, it will need equipment grants on such a scale as the Science grants; and if £10 or £7 10s. worth of pots, pans, tin mugs, &c., were given to girls' schools, they would be much more useful than the very fragile glass utensils given for Science. I allude especially to schools with only one female teacher. It is to be remembered that Needlework takes up much time, that female teachers generally teach Vocal Music, and if they are also to teach Cookery, &c., how can they be expected to keep pace with adjoining male schools, which have neither Needlework nor Cookery, and perhaps no Singing either? I have had such cases.

Organization. This year nearly all the regular pupils were promoted, but some in First Standard are much older than formerly, and I fear there is a tendency to retain pupils too long in First Standard. Some are kept two years in Fifth Standard, and, of course, irregular, stupid, or weak pupils are not promoted.

There is some grouping of standards in all schools, as for Drill, Singing, Manual training, and Science.

The small schools also availed considerably of the power of grouping standards, though not so much as seems desirable, since classes of three, two, and even one pupil are still found; this, I believe, is to please parents or pupils, but it is bad economy, and should be discouraged.

Monitors. Monitors continue well trained generally, being chiefly in the Convent schools, where they get special teaching, but are kept too much at infant classes. They often fail to win places in Training Colleges, for which special classes compete.

The monitors should get special marks for teaching, which externs omit. The Training Colleges should also be more accessible to poor but clever monitors, many of whom cannot afford the present terms.

Pupil Teachers. Pupil-teachers are appointed on much too low a programme, and have, therefore, too much to make up in one year; hence there were two cases of failure, as might be anticipated.

Extra Branches. Irish and Instrumental Music are almost the only extra branches, Mathematics being rarely attempted on account of the extent of the programme.

In general, certificates of competency should be required for extra branches, and payments should be on individual, not class, passes.

Evening Schools. There are about twenty evening schools in the circuit; several of last year's failed to resume, but several new ones have commenced. I had only two in the West section, but my colleagues had a good deal of very severe and unpleasant work, driving long distances in bad weather late at night, and even after a day's work, which is too much to expect. The large fees are, of course, tempting to teachers, who have now plenty to do for the day schools, and who must feel the double strain. Then they have a bad effect on the cleanliness, order, &c., of day schools, the floors, walls, desks, showing their traces only too plainly. The classes are dropping off this year.

as before, and in the spring work they fall away still more, or pupils come late, and the hours must be changed. Sometimes they are closed without notice, sometimes few are found present at roll call. Then the students rushing to school from work appear in disorder.

Yet it is pleasing to see young men trying to recover their half-lost learning, which some have considerably regained. Illiterates, however, do not make progress; the time is too short, and the effect passes away in the summer. I saw a man of sixty years trying to learn to write his name to go out to America; in another school there were six in the Primer and thirteen in First Book; these gain but little, as they would require the whole of a teacher's time.

To keep up attainments, permanent reading-rooms would be required in villages, where papers and books could be read, and practice at Writing and Arithmetic kept up throughout the year. Local effort seems needed for this, which would conduce to cultivation and intelligence. When one considers how much is spent on football, hurling, &c., it should be possible to maintain reading-rooms, so much more useful.

The clerical managers and their representatives (their curates) visit the schools often, sometimes daily, even though not always noting their visits, and must, by their very presence, be a check on the conduct of the school, discipline, observance of order, marking of records, and, of course, the attendance of both teachers and pupils. Even where there are lay managers, this visitation generally falls to the clergy, who, in many ways, aid and encourage learning, study, and progress, by inquiring after the attendance of pupils, hearing them read or sing, looking at their written exercises, drawings, &c. They are well-informed as to the working of the schools, the attendance of pupils and teachers, the hours of opening and closing, &c., having special facilities for acquiring such information, partly from such visits, partly from giving religious instruction, partly from visits to pupils' homes, and conversations with them and their parents. In most cases the managers are well informed of what goes on in the schools, especially of any irregularities, and are aware even of the teacher's movements outside school hours, as there is good reason to know. The managers also know what class Pat and Mary are in, whether they are dull or clever, attend well or badly, come early or delay late; and from their knowledge of the homes, they know the causes of truancy, &c. Indeed till lately, and even yet generally, the manager, with his representatives, are the chief aids in securing regular attendance, often warning the parents from the pulpit of this duty. Where the Compulsory Attendance Act is in force, the clergy feel less called on to interfere, and their efforts are often missed.

The lay managers, who are few, and chiefly gentry, or their agents, are generally more ready to have repairs executed, and to supply fuel, &c., but they have nothing like the same knowledge of the working of the schools as the clerical managers.

Dr.
SALTINGTON.

Management,
(a) Super-
vision, and
Superinten-
dence.

Lay
Managers.

Dr.
SHEFFINGTON.

There are, of course, great differences in zeal, &c., among managers; some do much more than this general superintendence, and more or less indirect supervision; some take a much less active interest in the actual working of the schools; there are others (chiefly, if not entirely, old or feeble men) whose management must be called indifferent or negligent. This should be remedied by requiring such inefficient managers to appoint representatives, as their curates, who would often be glad to act, being mostly enthusiastic for school work.

(d.) Expert
Work.

As to practical regulation of school work—programmes, time-tables, and teaching—by managers, it is mainly indirect. Omitting Convent schools, which are exceptions in all respects, in ordinary schools the manager selects the teachers, and often has much trouble in doing so, weighing and balancing the claims and qualifications of candidates; but when a properly-qualified and duly trained teacher is appointed, he is generally left to arrange courses, classify pupils, draw up time-tables, &c., subject in special cases to suggestions of manager as to inclusion of some subjects, such as Singing, fixing the hour for religious instruction, and subject also to any complaints of parents, and especially to any observations of Inspectors.

Examina-
tions.

As to examinations locally conducted, it seems chiefly public displays before the parents that are contemplated. Such show-off rehearsals are held in most Convent schools, with concerts, plays, &c., and should increase the popularity of and public interest in the schools, besides giving much pleasure to the children, and bringing them out in public, often of use in real life; and I think the example of the Convent schools (and formerly of the Model schools) should be followed in this regard, but it is difficult for one teacher to get up these displays.

I have known cases where the attendance was encouraged by premiums. I have heard, too, of examinations held by representatives of managers, and I understand that examinations in Irish History have been held for some society, but these are, on the whole, rather exceptions.

Local In-
terest, School
Attendance
Committees.

Local interest outside that of the managers is almost confined to the action of School Attendance Committees, in paying attendance officers, and in taking action on their reports. Now these Committees are composed half of school managers, who are, I understand, the chief workers and movers of these committees. As to the New Programme, or any programme, there is no interference (except that Irish was encouraged in some cases)—how, indeed, could there be interference? Even lawyers and physicians on such committees do not feel themselves qualified to interfere. All know that the teachers are trained, most of the members have been taught at these schools, and look up to the teachers as authorities. It is also known that the clergyman looks after the schools, and especially that the Board send round Examiners to test progress, and Inspectors to visit without notice; and hence it seems too easily assumed that these schools need no other aid.

But I look on those local school committees as the nucleus of a power that might do much in the way of supplying that local aid and support so desirable in the view of all well-informed judges. It only requires that the power already vested in the local authority—(1) to pay the expenses of the School Attendance Committees, (2) to pay the salaries and expenses of their officers out of the local rates—that this power should be extended to furnishing funds to these School Attendance Committees for the keeping up of schools, for repairing, heating, cleansing, &c.

The objection as to local interference scarcely arises here, for these committees have not sought to interfere, being indeed composed half of school managers, and these the leading spirits and prime movers, who are not likely to cause any such unpleasantness.

On the other hand, the local authority appoints half the committees and is thus amply represented.

Here, then, is a simple way, almost ready to hand, of obtaining that local aid on all hands desired. Conclusion.

The manager (or the teacher) would bring school claims before the Committee, who have their own officers to furnish reports, on which such claims would be considered.

It is known that the School Attendance Committees are desirous of obtaining some amendments of the Act; and at the same time the enlargement of power required could be sought or added, and the Act made compulsory generally.

J. B. SKEFFINGTON, M.A., LL.D.,

Senior Inspector.

21/2/3.

General Report on Dublin (1) Circuit.

14, IDRONE-TERRACE,

BLACKROCK,

16th February, 1903.

GENTLEMEN,

I beg to forward, in compliance with your instructions of the 2nd ulto., a general report, for the year ended 31st December, 1902, on the schools of the Dublin (1) Circuit. Mr. HYNES.

Owing to the short time which has elapsed, since my last appointment to the charge of schools in this circuit, my knowledge of their working under the new scheme of instruction is necessarily very limited, and I have had in consequence to rely almost entirely on information obtained from my colleagues

Mr. Hynes. (Messrs. O'Connor and Tibbs). My remarks, therefore, will apply in the main to the sections (east and middle) inspected by these gentlemen during the period in question.

The Circuit. The circuit embraces all of the County Dublin that lies north of the Liffey, nearly the whole of Meath, about half of Westmeath, and small portions of Louth and Cavan. It is bounded on the east by the coast-line, and its other boundaries will be pretty fairly represented by straight lines drawn on map from Dublin to Mullingar, from Mullingar to Oldcastle, and from Oldcastle to Drogheda. Its three sections (east, middle, and west) radiate from Dublin, which is the official residence of the Inspectors.

There were in operation in the circuit, in 1902, 380 Day schools and 20 Evening schools, 89 of the former and 8 of the latter being situated in the City of Dublin.

Accommodation. In the rural districts schools are sufficiently numerous for present requirements, they are fairly distributed, and the space accommodation is not unduly taxed. The number of schools in the city, too, is fairly adequate, but a few of them are excessively over-crowded. The difficulty of procuring more ground in the same locality or suitable sites elsewhere is, in almost every case, the obstacle which prevents the evil being remedied.

Want of class-rooms is a very general drawback. Three teachers may at times be found working in the same apartment. Proper order and effective instruction are impossible under the circumstances, and the fag and strain to which those in charge of the classes are subjected is enormous. No wonder that occasionally they wear a worried and irritated look.

Buildings. A considerable percentage of the school-houses must still be described as bad. Some are mere hovels, and were never suited for teaching purposes. Hopes are, however, held out in almost every case that better accommodation will be provided before long, and grants have already been applied for towards the erection of suitable structures to replace more than one of them.

Equipment. A good many of the desks are old-fashioned and poorly constructed. With this exception, the majority of our schools are fairly well furnished and equipped. Globes, local scale maps, and weighing apparatus are frequently wanting, and comparatively little enterprise has yet been shown in providing school libraries or museums.

Heating and Sanitary arrangements. As a rule, the heating of the schools is pretty well looked after, but the sanitary condition of the premises too often calls for complaint. This is particularly the case in the country schools, where very frequently the clearing of the cesspits is neglected, probably because the cost of having it done devolves on the teacher, which is most unreasonable.

A distinct improvement is to be recorded as regards care and taste in keeping the school-rooms. Untidy school plots, however, are still not unfrequently met with. The few very trimly kept ones that I come across make me wish that taste in

this direction were more generally developed. Wash-basin, towels, and soap for the pupils' use are now provided in many cases. It is to be hoped that such good example will spread, as too much importance cannot be attached to the early training of children, by example and practice, in habits of cleanliness. Flower culture is not taken up as much as I should wish, but a little window-gardening is attempted in most of the schools.

The earnestness of the teachers in their efforts to comply with the requirements of the Revised Code continues apparently unabated. Many of them have got a fair conception of its aims, and are doing good work. They are gradually substituting intellectual training and formative teaching for the old mechanical processes. Others, perhaps no less earnest, but failing to grasp the underlying principle of recent changes, are still groping in the dark. In their cases I fancy I see merely the discredited results methods masquerading in strange clothes. The regulation as to preparing schemes of work and keeping progress records does not seem to be yet clearly understood. I invariably call attention to it when it is disregarded.

The attendance of the pupils is still unsatisfactory, and we cannot, I fear, console ourselves even with the reflection that we are making fair progress towards a better state of things. School Committees are in operation throughout the County Dublin, and at Navan and Kells, though not elsewhere in the circuit. Their effect on the character of the attendance is not very marked. At its best, the Compulsory Act is not an effective instrument, and in most cases it is not efficiently administered. In the best class of schools the monthly percentages of attendance range from 75 to 85. This is the high-water mark. The other end of the scale is extremely low indeed. Some of the Attendance Officers in the city are most energetic. The success of their efforts to whip in truants is not always an unmixt blessing. On one occasion recently, while I was holding the annual inspection, the school was flooded in this way with undesirables, some of whom were perfect strangers to the teachers; others could barely be recognised as quondam pupils, while all were quite unfamiliar with the discipline and routine of the school. I need not say that they were hardly looked upon as welcome guests. The incident brought home very strongly to my mind the necessity for establishing special truant schools. The tone of even a highly-disciplined school is lowered and the more deserving class of scholars is seriously injured by a large influx of such irregulars.

Children leave school earlier now than they were wont to. At least three causes may be ascribed for this—dearth of labour and, therefore, increased facility of obtaining employment, even by the young; a sort of reaction against compulsion, in localities where attendance is enforced; and last, but not least, the disappearance of the inducements to remain on rolls after completing the ordinary course of study, which existed under

Mr. Hynes.

Teachers.

Attendance.

Mr. HYNES. the results system. Except in the case of monitors, it is rather rare nowadays to meet children over fourteen years of age in school.

Revised Programme. Without doubt, the new methods of instruction and the new scheme of organisation have already effected much improvement in our schools. Some subjects (Geography notably) have suffered, but in general an advance more or less marked has taken place. The pupils display increased intelligence and seem more interested in their lessons. This is more strikingly the case in the junior divisions. Teachers of yore found it difficult to keep the youngsters employed in any way throughout the day. These little folk were, so to speak, put upon the shelf for quite a considerable portion of the school hours. Enforced idleness generally proved irksome after a while, and then they became restless and disturbed the order of the whole school. A more dreary day than that passed by an infant, under the old regime, in a school where senior classes were taught, can hardly be imagined. The system, or want of system, had a stupefying effect on them, and unmistakable signs of ennui were visible on their faces at a comparatively early hour. The Revised Code offers many useful occupations for children of tender years. Drill, Drawing, Singing, Object-lessons, and Kindergarten form pleasing breaks in the monotony of the ordinary work.

Reading. Reading in general is fairly fluent and accurate, but it is often wanting in clearness, and is rarely expressive or intelligently phrased.

In most schools combined Readers are used for History and Geography. I cannot say that much acquaintance with the latter subject is now shown. Due attention is not being paid to map lessons, and, as a rule, the teachers fail to adequately supplement, from their own stock of knowledge, the very scanty information supplied by these Readers.

Penmanship, Spelling, and Composition. Penmanship on the whole is good, and Spelling is very fair; but satisfactory progress is hardly being made in Composition. I attribute this to want of system in the teaching—particularly to inattention, on the teacher's part, to the style in which the pupils frame their answer at Explanation, and at Object-lessons. Were the children trained, as suggested by the Code, to answer, when required, in fully-formed sentences, this practice, commenced of course in the lowest standard, would pave the way admirably to Written Composition, and the teacher, who would adopt it, would find his labour immensely lightened when he came to deal with the higher standards.

Arithmetic. Arithmetic seems to have suffered in accuracy, and not to have gained in intelligence. Some advance during the past year is noticeable, but there is still great room for improvement. It is surprising how rare it is to find junior pupils really smart in doing Simple Addition. Decimals are not well taught in Standard III. The most that can be expected in this standard is a knowledge of tenths as concrete parts of a whole, but very often more pretentious, yet useless, work is

attempted. Ill directed efforts of this sort are, however, disappearing. Increased attention is being paid to Mental Arithmetic, but the teaching is not practical enough, and I observe a tendency to drop into a stereotyped round of questions. The result is that many pupils, who answer pretty well, when the teacher examines them, get quite nonplussed by a rather ordinary question proposed by me. Individual teaching of Arithmetic still prevails too much. The blackboards should be more regularly used (in many cases they are employed for little more than setting questions), and the children should have plenty of practice in working sums on them.

Mr. HYNES.

Manual Instruction is forging but slowly ahead. In all but a few schools only Paper-folding is attempted. Many of the Teachers have not yet received any training in the more advanced stages. In some cases they have been left so long going over and over the same elementary work, that they and their pupils seem to be acquiring a distaste for the business. On this account I consider it objectionable that incomplete courses of training, such as have been given at Balbriggan and elsewhere, should not be left unresumed for too great a length of time. Paper-folding can be made a useful occupation for junior standards—training them to observe, compare, and reason, and showing them, in a practical way, the importance of accuracy, but generally speaking the teachers do not keep these latter points steadily in view, and do not indeed seem very enthusiastic about the subject.

Manual Instruction.

Drawing is now taught in all our schools. Creditable specimens of Scale and Geometrical Drawing are frequently exhibited, but Model Drawing and Original Designing are not sufficiently encouraged. The use of rulers and of dotted paper has, in my opinion, injured ordinary Freehand from the flat, which is not as good as it used to be.

Drawing.

Object-lessons are now provided for on almost every timetable, but a great part of the time allotted to them, if it is really so employed (which is open to doubt), is time wasted. The teachers rarely make an object, by well-directed questions or simple experiments, unfold its story in an interesting and educative manner. Their lessons generally are mere information ones, of varying dullness, conducted on the catechism pattern of set question and answer.

Object Lessons.

There is more promise in what has been accomplished in the way of Elementary Science. We have not gone very far, it is true—the syllabus for Standard III. is the utmost that has yet been reached, and that only in a few schools—but what has been attempted has been carried out on fairly sound lines, and the requirements of training in scientific methods, as well as the acquisition of knowledge, has been kept in view.

Elementary Science.

Cookery has been taken up in a comparatively small number of schools, but in these satisfactory results have been produced. Mr. O'Connor refers very favourably to the manner in which this branch was taught in the St. Patrick's Female and Infant National Schools, Tyrone-street, particularly commending the

Cookery.

Mr. HYNES.¹ arrangements for training Standards I. and II. I found Cookery and Laundry-work very well done at Kilcloon National School 2,797 (a mixed school—no assistant—no class-room), although the teacher laboured under almost every disadvantage.

Needlework. The proficiency in Needlework is usually fair or good—rarely very good. Button-holing and Darning admit of much improvement. Cutting-out is not carefully attended to. As a rule, a fair amount of finished specimens is exhibited at annual inspection, but I have often to complain of the soiled state in which they are presented. It is most important that the pupils should be trained to keep their work clean. Now that facilities for washing hands are provided in nearly every school, there is less excuse than formerly.

Vocal Music and Physical Drill. Vocal Music continues to be satisfactory, and Physical Drill has maintained its popularity. There is, generally speaking, a change for the better in the manners and deportment of the pupils.

The grouping of standards, recommended by New Code in the case of smaller schools, works satisfactorily, if the teacher is skilful. But often when standards are grouped for Object-lessons, the younger children are not interested—in fact, are overlooked.

Managers. As regards the management of the schools, no change can be noted. The managers, as before, visit regularly (personally or by deputy), exert themselves a good deal to promote regularity of attendance, and show a keen desire to secure the services of efficient teachers. They have not, however, so far as I know, commenced to meddle with the organization of their schools, to draw up modified programmes of study, or (except in the case of Convent schools, in which the practice has long existed) to hold periodical test examinations and offer prizes to encourage application. Some of them (especially in the city) spare neither time, trouble, nor expense to make their schools a success. A few (but these are old men—*jam rude donati*—who have done good work probably for education in their day and now regard themselves as practically retired from the arena) shirk any suggested improvement that entails a money outlay.

Local Interest. The general public have little means of manifesting any interest in elementary education. When called upon, they contribute generously enough towards the cost of erecting new buildings, but they have no voice in the direction of affairs. They are, I think, in a state of suspended judgment regarding the new branches, being disposed, like everyone else interested, to give them a fair trial. There is not, however, any marked increase in the attendance of their children at the schools that would lead one to imagine that the more practical character which our curriculum has assumed has, as yet, rendered it more popular.

Extra Branches. Instrumental Music, Mathematics, and Irish are the only extra branches taught. The first is almost entirely confined to Convent schools. Quite a number of classes have been

formed in Irish, and so far great earnestness has been shown in the study of the language. Mr. HYNES.

Something must, I think, be done to make Evening schools more attractive. At the opening there is always a great influx of pupils, but they tail away rapidly as the session progresses. Evening Schools.

A little help to perseverance might be given to these well-meaning, if weak-hearted, subjects. They evidently find the ordinary course too dry. Why not vary it a little with interesting readings and lectures on Science and travel? Some of the Evening schools are doing excellent work.

The training of monitors and pupil-teachers is, on the whole, effective. More attention is being paid to the practical side of it, and teachers, in general, are more observant of the manner in which these young people discharge their duties when they are entrusted with the care of classes. Monitors and Pupil Teachers.

I am, Gentlemen,

Your obedient Servant,

J. J. HYNES,

Senior Inspector.

The Secretaries,
National Education Office.

General Report on Killarney Circuit.

IDRONE TERRACE, BLACKROCK,

6th February, 1903.

GENTLEMEN,—

I beg to forward, as requested in your communication of the 11th November last, a general report for the year ended 31st December, 1902, on the schools of the Killarney circuit. Mr. HYNES.

The circuit embraces nearly the whole of the County Kerry and a small portion (the extreme west) of the County Limerick. Its most southerly limit is about thirteen miles south of the official residence, Killarney, but it stretches northward, some fifty miles, to near Foynes, on the banks of the Shannon. Its three sections, Killarney, Tralee, and Listowel (inspected during the past year by myself, Mr. Fitzpatrick, and Mr. Weply, respectively), radiate from the vicinity of the official residence. The first-mentioned (of which the Cahirciveen peninsula comprises the greater portion) has in general a westerly elevation; the second runs north and then west, and takes in the Dingle promontory; while the third, starting Description of Circuit.

Mr. HYNES.

northerly, trends to the east, and includes the most level track within the area described.

The 369 day schools of the circuit are distributed as follows amongst the sections :—Killarney, 120 ; Tralee, 118 ; Listowel, 131.

Owing to the mountainous character of the country, the deep indentations by which the coast line is broken, and on account of the numerous lakes, the duty of visiting the schools is attended with exceptional difficulty. Long detours have to be made, to avoid steep ranges or in skirting the many fords; fatiguing journeys have to be accomplished in proceeding to localities within easy distance, as the crow flies; and, as a consequence, an undue amount of an Inspector's time is, of necessity, spent on the road. Comparatively little of the travelling can be done by rail.

There are no large centres of population, Tralee (9,318) being the most important town. The great majority of the people are engaged in agricultural pursuits—spade-labour farms in the west, tillage and grazing in the north and east, where the holdings are larger and the farmers more prosperous.

A good deal of lace, of a superior description, is made at Killarney and Kenmare. The manufacture of woollens (tweeds and flannels) is carried on in a small way—the old-fashioned hand-loom weaver is still to be found in the more remote parts. Creameries, too, have sprung up in several districts, but there is not any manufacturing industry giving large or general employment.

The people, as a rule, are polite and good-natured, and the natural intelligence of the children and their great desire to please, render the task of a teacher much less irksome than it otherwise would be.

Accommodation.

Speaking generally, the schools, as regards number and distribution, are satisfactory. There is not any locality within the circuit in which reasonable facilities for elementary education are not enjoyed. The space accommodation, too, as per official scale, of eight square feet per pupil, is fairly adequate. Actual over-crowding is rare (seven cases in Listowel section, one in Tralee, and one in Killarney). But the official scale, referred to, always, in my opinion, much too restricted, is quite insufficient to meet the requirements of the New Code, which has made a great addition to the desk-work, especially in the lower standards. Progress likewise is retarded in several places by the want of class-rooms. It is not impossible still to find two teachers trying, in a single apartment, to instruct all the standards, from I. to VI., on their very diverse programmes of study. Efficient work under such circumstances is well nigh impossible. Several applications, recently received, for grants towards the cost of providing class-rooms show that managers are beginning to realise this.

Equipment.

As regards the equipment of the schools (maps, charts, blackboards, &c.), there is little to complain of, but there is much room for improvement in the matter of furniture, desks

especially. These, even when recently constructed, are often excessively sloped and unduly high. The consequence is the younger children, when learning to write, cannot sit properly or hold their pens, &c., in correct position; they acquire faulty habits; these bad habits stick to them in the higher standards, and prevent them from ever writing with facility and comfort. A desk should be flat at top, or nearly so, and eleven inches between the seat and the highest part will be found a good general measurement.

The out-offices are a pretty constant source of annoyance, and sometimes, through continued neglect and misuse, become a danger to the health of teachers and pupils. A careful teacher can do a great deal to prevent the improper use of them, but the cost of having cess-pits, &c., cleared should never be allowed to fall upon the teacher. A fund for the purpose should be raised in the locality, and the provision of such a fund should be made a condition of taking a school into connection with the Board, or of keeping it in connection, if already recognised. The same applies to the heating of the schools, which, although on the whole pretty well attended to, is sometimes, I find, neglected in places remote from railway stations and destitute of turf. I visited a school in such a locality on a bitterly cold day, and found the grate fireless. The number present was very small, and the teacher, after a while, complaining of the paucity of the attendance, his declining average, &c., supplied me with a useful text, on which to moralise a little to him. It never seemed to dawn upon him until I made the suggestion that a comfortable fire might act as an effective attraction. The manager, too, was equally blind to a point that appears so obvious. The fact that the children have at home bad or no fires is not a valid argument. If cold at home they can run about and warm themselves.

The majority of the school-houses in the circuit are vested in the Commissioners (80 out of the 120 in Killarney section are so vested). This means that these buildings are regularly looked after by the Board of Works and are kept in good repair. Of the others, some are vested in trustees and some are non-vested. They differ in name, but in reality there is little to distinguish one class from the other. With a few creditable exceptions (the Convent schools, notably, which are models of care and taste), these two classes may be summed up as unsatisfactory in the matter of appearance and condition. Some of the structures are squalid in their neglect. Others only need freshening up or repairs of a more or less minor character. But every note of the gamut from "bad" to "indifferent" is touched by one or more of them. The trustees at the time of their appointment undertook to keep the house and premises in proper repair, but this duty, experience proves, is more honoured in the breach than the observance. Such remissness on their part, and on the part of managers, who neglect a somewhat similar obligation, is much to be deplored. A

Mr. HYNES.

Out-offices

Heating.

School Buildings

Mr. Hynes.

little firmness at head-quarters would, however, act as a useful corrective. Grants should be invariably withdrawn in cases of continued neglect. A feeling that the innocent may suffer often, I know, stays the hand of those in authority. The danger is not great. Once the ultimatum is pronounced, steps will be taken forthwith to do the needful (that is as soon as the public have learned that such a threat will not be a mere *brutum fulmen*), and business will be resumed after the shortest possible interval, and on a more satisfactory basis. The acquiring of habits of taste and neatness is one of the most essential parts of the training of children, particularly in this country, where the absence of them is so painfully evident; and how can it be accomplished amidst squalid surroundings?

A few gross cases of neglect of school buildings and premises occur in the Killarney section. The worst are the Brida and the Tyromoyle Male and Female Schools. Although the houses are by no means old, and are both vested in trustees, owing to long and persistent inattention to repairs, they are going simply to wreck. The Cahirciveen Male school buildings also present a dilapidated appearance. Mr. Welply reports seven similar cases from his section. Mr. Fitzpatrick, writing on the subject of repairs, states "There is much to be desired," and further, "There are many evidences of indifference."

It is very rarely indeed that I fail to observe signs of a certain amount of care and taste on the part of the teachers. Window-gardening is creeping in. Basins, towels, soap, &c., are being provided for the use of the pupils. Nor are these wanting other indications of an earnest effort to comply with the valuable suggestions contained in recent official circulars. On the other hand, untidy school plots are much too often met with, and a disregard of neatness and propriety is at times shown, in the arrangements for keeping, during school hours, the hats, caps, and shawls of the pupils.

I almost invariably find the children clean and neat. A very general improvement in this respect is, I am happy to say, observable of late years.

Teachers.

The teachers, with very few exceptions, have shown a commendable desire, I may say an eagerness, to acquire a knowledge of the new subjects of instruction, and to fit themselves for properly introducing the same into their schools. Many of them have purchased suitable text-books, as well as the most recent and approved manuals on method and organisation. Nearly all who were summoned availed of the opportunities that offered of attending courses of training in Elementary Science, Manual Instruction, and Vocal Music. Several, I know, attended the lectures at considerable inconvenience and expense, devoting part of their vacation to the purpose, and in a few cases (teachers who resided over eight miles from the training centre) travelling long journeys at their own cost.

The same alacrity has not been displayed in the case of *Mr. Hynes*, Cookery and Laundry-work, as was shown in connection with the other new branches. Mr. Fitzpatrick reports that only two extern teachers attended a course of lectures therein, given at the Tralee Presentation Convent School. He mentions, however, as a possible explanation, that these lectures clashed with a Science class for teachers held in the same town. The latter probably proved the greater attraction of the two.

All this awakening will undoubtedly bear excellent fruit in time. Already, its effects are visible in the more rational methods adopted by the more intelligent of the teachers. The older ones naturally find greater difficulty in getting out of the traditional groove, but many even of those are rising to the occasion with marked ability.

Clearness of articulation is more carefully cultivated than was possible under the grinding pressure of the Results system. *Reading.* Good Reading, deliberate and distinct, is becoming the rule, rather than the exception. The proper understanding of the subject-matter is also better attended to. Facility is being gradually acquired by the pupils in answering in sentences. This exercise, together with the practice they have in Word-building and its developments, prepares them for the higher stages of Written Composition.

Grammar is more scientifically taught, and its study has been made more interesting to the children. *Grammar.* Instruction in Arithmetic, too, is more practical, and I am pleased to find expertness in working mentally ordinary shopping transactions steadily growing. *Object Lessons.* Object Lessons, which have been almost universally introduced, are training the pupils to observe and to think. *Drawing.* Drawing has been taken up in all schools, and *Vocal Music.* Vocal Music, wherever there is a competent teacher. Nearly all the teachers, who have received the requisite training in Elementary Science and in Hand-and-Eye work, have commenced instruction therein. The readiness with which the majority of the school masters, and school-mistresses, too, have acquired (often from text-books only) the necessary knowledge of the various Physical Drill exercises is simply surprising. This part of the Revised Code is much appreciated and has, with hardly an exception, been adopted.

I may say, in brief, that our pupils now are being trained to habits of observation and independent thought; they are obtaining facility in expressing their ideas; and while their mental culture is being carefully attended to, their physical development is not being neglected.

Penmanship and Drawing are the parts of the school course; *Penmanship and Drawing.* in which the results least please me, and I think that a great deal of the want of success in teaching them is due to inattention to details, and, in the case of Drawing, to over-ambitious attempts. The details, to which I refer, are mainly proper supply of suitable requisites, position of pupil, style of holding

Mr. Hynes.

pen or pencil, the distribution in the desks, so as to avoid overcrowding, &c., &c.

Not a little of the teaching still savours of the mechanical. It is not easy, at a short notice, to divest one's self of the habits of years, and the Heuristic method, unless in the hands of persons who have caught the inspiration or *afflatus*, is an uncertain weapon. Too often do I find the teachers drifting into the old system of cram; and lessons, that were intended to make the children observe and reason, become *vox et preterea nihil*. The teachers do all the talking, while the pupils gape at their verbosity. Most frequently is this the case in Object Lessons and so-called "Explanation." Another great defect is the excessive use of memory questions to the almost total exclusion of ones testing the intelligence.

Drill.

Drill must be made more practical. Its effect must be apparent in the conduct and deportment of the pupils, their habits of attention, their alertness and deftness in carrying out simple instructions. There is a tendency to ignore Drill except at the times devoted to Physical Exercises. Pupils still are permitted in too many cases to loll and lounge, to move through the room with unnecessary noise (mites of some few summers tramping like troopers), to distribute and collect slates with appalling clatter and clash, &c., &c. All this will, I hope, be changed after a little, and the salutary lesson of regard for the feelings of others will, I trust, be more carefully impressed.

Not much has yet been done in the way of Practical Weighing, the teachers seemingly expecting that a grant of apparatus would be made by the Board, as in the case of Science. Appliances for the purpose have now, however, been put upon the market at such a moderate figure that there is no excuse for further delay. This, as well as Practical Measuring with rulers, can be made very useful and at the same time extremely interesting, but more ingenuity than I have hitherto observed must be employed in varying the exercise and in devising tests which, without unduly encroaching on the teacher's time and attention, will fairly gauge the speed and accuracy of the pupils.

Cookery and Laundry Work.

Instruction in Cookery and Laundry-work is spreading slowly. An exaggerated idea of what the Code required, and a very just appreciation of the difficulties attending the introduction of these branches in ordinary rural schools deterred many teachers. The official circular, of July, 1902 ("Revised Instructions to Inspectors"), has, however, allayed their fears on the former head, and since then the study of Cookery has been gaining ground. I have recently had experience of what an energetic teacher can accomplish in regard to the branches referred to under the most unfavourable circumstances. In a small country school (mixed attendance of boys and girls; no assistant; no class-room), all the standards were presented in both, and acquitted themselves with credit.

Further opportunities should be afforded the teachers of the circuit of receiving instruction in Elementary Science and in Hand-and-Eye training. Many of them have not been able to

attend any classes for the purpose, while others have gone through a very incomplete course. Short courses (about thirteen lectures each) were given last summer in Hand-and-Eye training at Miltown and at Cahirciveen. These short courses, unless resumed after brief intervals, are objectionable, as teachers and pupils, if left too long working at the elementary stages, acquire a distaste for the subject. Mr. HYNES.

The attendance in general shows a decline. This is partly due to decrease of population, but undoubtedly the abolition of the regulation requiring 100 attendances as a condition for presentation at annual examination has had something to do with it. Great efforts were made to comply with this regulation, so much importance was attached, under the Results system, to the children's admission to inspection. Careless parents now have less incentive to send their children regularly to school. Attendance.

No change is noticeable in the age at which pupils are admitted, but unquestionably they leave school earlier. Formerly, owing to dearth of employment, they were suffered to remain on rolls until they were, in many cases, seventeen or eighteen years old. Now, however, there is more demand for their services, especially in localities where creameries or similar industries have sprung up, and many of them go to work much too young.

The training of monitors is, on the whole, fairly satisfactory. There is keen competition amongst them for the Reid prizes, and, in consequence, their answering at examinations is exceptionally good. On the other hand, I have not infrequently to complain that their teachers fail to pay due attention to the manner in which they discharge their duties when in charge of classes. Monitors

I have not observed any change in the attitude of managers towards their schools since the introduction of the Revised Code. As a rule, they visit often (personally or by deputy), and some of them exert themselves to promote regularity of attendance, but they do not in any way direct the course of study. They have not submitted any modified programmes, and (except in the case of Convent schools, where this practice has long existed) they do not hold test examinations nor award prizes for proficiency, as suggested by the Board. This supervision, though limited, as I have described, is not without value. Their visits are a safeguard against many abuses, and schools which are frequently visited by the manager present, in most cases, a marked contrast to those that are seldom favoured by his presence. I must also say that whenever any serious irregularity occurs, the manager rarely fails to bring it under the Inspector's notice. Managers.

The general public may or may not feel interested in the New Scheme, but no evidence of the fact is so far available. When called on to do so, they aid, with money, labour, or materials, in the erection, &c., of new school buildings, but Local Interest.

Mr. HYNES. do not evince in any other way the least interest in the welfare of the schools.

Extra Subjects. The teaching of Irish has been introduced rather extensively throughout the circuit. Less eagerness in the revival of Gaelic is shown in the Irish-speaking localities than elsewhere.

Mathematics, French, and Instrumental Music (the last two almost solely in Convent schools) are the only other extra branches attempted, and the number of schools in which they are taught is very limited.

Evening Schools. Evening schools are springing up rather rapidly. Already thirty-two have been opened. A fair proportion of these are doing useful work, and meet an existing want. One very unsatisfactory feature in connection with them is the steady decline in the attendance as the session progresses. Classes which open with a hundred or more pupils soon dwindle down to perhaps thirty or twenty. It is greatly to be regretted that a larger number of those who join at first cannot be induced to persevere. An effort should, I think, be made to render the business more attractive. Interesting readings and lectures on science and travel might be introduced with advantage.

Convent Schools. I cannot close this report without special reference to the excellent work done by the Convent schools. They particularly excel in Vocal Music, but their standard of proficiency is in general much above the ordinary. As regards manners and deportment of pupils, as well as taste displayed in keeping rooms and premises, they take a very high place indeed.

I am, Gentleman,

Your obedient Servant,

J. J. HYNES,

Senior Inspector.

General Report on Ballinasloe Circuit.

BALLINASLOE,

7th February, 1903.

GENTLEMEN,

Mr. M'ELWAIN.

Description of Circuit.

I beg to forward following Report on the Ballinasloe circuit for the year ending 31st December, 1902.

This circuit comprises the former Districts 27, 35, and 36. When the circuit was formed, in August, 1901, rather more than two-thirds of District 27 was formed into a fourth section, with Roscommon as a sub-centre; but in November, 1901, Mr. Gloster, District Inspector, who was in charge of this section, was withdrawn to work in another circuit.

Since that time no Inspector has been continuously in charge of this section, the work of examining being done by visits from Messrs. Martin, Smyth, and Lavelle, Sub-Inspectors, when their services were available. By reason of this want of continuity, the new system of education has not, I believe, made as much progress in this portion of the circuit as in the rest of the circuit.

Mr.
M'ELWAIN.

As the circuit has been rearranged in three sections, the re-arrangement taking effect from 1st January, there is no reason, now, why all the sections should not progress alike.

The circuit is well provided with schools, and I believe that the maximum number of schools is almost reached in it. Indeed, in some localities the number of schools might with advantage be reduced. In this connection I would draw attention to the unnecessary multiplication of schools, by having small Male and Female Schools adjoining, and carried on as distinct schools. In these cases there is a waste of money and a waste of teaching power, to the detriment of both teachers and pupils. Two schools of this character (Boher Male and Female, near Killaloe) have been amalgamated with advantage.

I would strongly recommend that in the case of new applications, grants should not be made to Male and Female Schools, unless there is a reasonable prospect of their maintaining a certain fixed average (say, forty in each school). If this cannot be done the school should be a mixed one.

Space accommodation in schools is generally good. There are a few schools which are rather crowded; but this is so exceptional that it does not call for special notice.

Accommo-
dation.

There is a considerable number of bad school-houses in the circuit; but the number is steadily diminishing. During the past year new schools (vested in trustees) were opened for Menlough Male and Female (District 35), replacing old schools. A new school has been opened in the parish of Tulsk, in a backward locality, viz., Corrislira National School (vested in trustees) District 27, and Ashtown National School (District 35), which was closed for a number of years, has been reopened.

Grants have been made towards the erection of fifteen schools (N.T.), the greater number of which are in course of erection; and in addition to this, there are applications for grants towards building twelve schools to replace eleven unsuitable houses. This indicates satisfactory progress, which, if maintained, will, in a few years, remove all bad and unsuitable school-houses from the circuit.

Furniture and equipment, in many cases, leave much to be desired. Desks are frequently antiquated, and badly suited for school use, and the equipment of too many schools is unsatisfactory.

Furniture,
&c.

I had frequently to complain of the state of schools in respect of cleanliness and tidiness. Floors were too often unswept, or imperfectly swept, and dusting neglected. I have observed a marked improvement in cleanliness and tidiness since the Com-

Cleanliness.

Mr.
M'ELWAIKE.

missioners issued a Circular emphasising the importance of cleanliness, and saying that it would be considered in connection with teachers' increments.

Even yet, however, there are too many cases in which the school premises are untidy.

Very little money is spent on repairs, and the practical rule which enjoins whitewashing outside and inside, at least once a year, is more honoured in the breach than the observance.

Sanitation.

Too frequently ventilation is not properly attended to, with the result that the air is foul and unhealthy, producing lassitude and dulness in teachers and pupils. In some cases, I have found the windows nailed, or so fixed that they could not be opened, and in others, through neglect, the apparatus provided for opening the windows would not work. More attention is paid, now, to ventilation than was formerly the case.

A few of the school-houses are insanitary, Clonown Male and Female being, perhaps, the worst. They are built in the corner of a graveyard, and the out-offices are so placed that they are dangerous to health. Application has been made for a grant-in-aid to build new school-houses to replace these.

The cleansing of out-offices is not attended to as it ought, and the medical officer, who is sanitary officer in Birr, has complained to me of the state in which he found the out-offices of some schools.

Heating.

I have no cause of complaint as to the way in which schools are heated, except that fires do not begin sufficiently early, and are discontinued too early in the year.

Teachers.

A decided majority of the teachers of the circuit are poorly qualified for teaching the new subjects of the revised Programme. But few of them have had an opportunity of qualifying themselves for teaching the new subjects, and some of those who had an opportunity of making themselves better fitted for the new work showed no desire of embracing it.

I regret to say that too large a number of teachers over the circuit are of doubtful competency. Many of those in the lowest class, possessed of minimum qualifications, are too old, and too wedded to routine to answer the new demands made upon them. Teachers must be judged in the light of the opportunities they have had; but many have done so little under the new Programme that I do not think they have done their best.

A teacher of average intelligence might, with a little study and effort, teach a considerable portion of the new Programme, in fact, almost all except Hand-and-Eye Training and Elementary Science, and (for female teachers), Cookery and Laundry.

I am not satisfied with the amount of work done. Historical and Geographical Readers might be made an effective instrument of education; but their use is, as a rule, rather a pretence than a reality.

I refer to the other subjects further on in this Report.

Very few classes have been held in this circuit. Districts 27 and 36 are practically untouched. Organisers' classes for teaching Elementary Science and Hand-and-Eye and Drawing have been held in Athlone, which is a centre for Ballinasloe and Longford circuits, and on 25th October a Hand-and-Eye and Drawing class was begun in Ballinasloe, meeting every alternate Saturday. The attendance at these classes was good, some teachers travelling a considerable distance to attend them. At the opening meeting of the Ballinasloe class close on fifty teachers were present, and I believe that this attendance was more than maintained afterwards.

Mr.
M^{rs} ELWAIN.
Organizers
Classes.

This shows a general desire on the part of the teachers (though, as I have said above, there are exceptions) to avail themselves of the opportunities provided by the Commissioners.

Cookery and Laundry classes, for training teachers, have been held in Ballinasloe, Athlone, Loughrea, Birr, Nenagh, and Roscrea. They have all been held in Convents, and have, I believe, been attended by few extern teachers.

The attendance throughout the circuit is slowly but gradually declining. The cause of this is, without doubt, the decline in the rural population.

Attendance.

I believe that the past year has been rather under the average for extent and severity of epidemics. Pupils are frequently kept at home through scarcity of labour. I believe that the attendance is slightly more regular than it was some years ago.

School Attendance Committees are in operation in Athlone, Ballinasloe, Birr, Nenagh, and Roscrea No. 2 Rural District. Committees have been appointed for the Rural Districts of Nenagh and Borrisokane, from 1st January, 1903.

School
Attendance
Committees.

The Compulsory Attendance Act has, so far, been a disappointment in this circuit.

In Ballinasloe, although there is a School Attendance Committee and an attendance officer, the Act seems to be practically inoperative.

In Athlone, the Committee is doing better work, some improvement in the attendance being observable.

The results in Birr and Roscrea No. 2 are not what might reasonably be expected.

The Committee for Nenagh town was appointed only in 1902, and there is not sufficient time, as yet, to test the efficiency with which it is discharging its duties.

Subsequent experience has confirmed the judgment I formed of this Act when first introduced, that its provisions are too lax to make it an effective instrument for improving the attendance in Elementary Schools.

At the same time, I must say that I do not think that the Act is administered with sufficient earnestness.

There is no difference, as compared with past years, in the ages at which pupils first come to school. This is, as a rule, at the age of three, four, or five, or as soon as parents can send them; but, on the whole, pupils leave school at an earlier age than they did some years ago. The number of pupils in the

Ages of pupils.

Mr. McELWAIN. highest class is lower than it was then. I am of opinion that the Compulsory Attendance Act has helped to bring this about.

Proficiency. The general proficiency is fair in most subjects; but, as already stated, in many schools too little of the new Programme has been introduced.

I was pleased to observe an improvement in intelligence and smartness in many schools, which I attribute to the new system.

Reading. Reading shows a marked improvement. I meet with intelligent and expressive reading much more frequently than I did at first, and bad reading is rare. I believe that no subject has improved so much as this one.

Explanation. Explanation does not receive sufficient attention; but I consider that it receives more attention than formerly.

Poetry. More pains are taken now to train pupils to recite poetry with taste and expression. I sometimes hear it recited in a pleasing and intelligent manner. A few years ago I could not have said this.

Writing. Penmanship is possibly slightly improved, but the standard of the circuit is not more than fair. Both good and bad penmanship are exceptional.

Arithmetic. Arithmetic is improved in the junior standards; but I consider that it has retrograded in the seniors. I very seldom find the full programme taught, as very few schools are supplied with weights and measures.

Although Mental Arithmetic is receiving more attention than it did in past year, it does not receive sufficient attention, and is not taught systematically.

Grammar. The ordinary subjects taught with least success are Grammar and Arithmetic.

It would be helpful if the Programme were more fully specified. The Programme taught is nearly always too narrow, being, as a rule, practically confined to analysis of sentences above Third Standard. Insufficient attention is paid to the application of the Rules of Syntax to the correction of grammatical errors. Very little Etymology is taught now. Some Etymology should be taught in all schools, at least as much as would enable pupils to understand the reasons for the correction of errors.

Composition. Composition is not good, but is improving. Grammatical errors are not so frequent now. With the growing intelligence found in schools, Composition will, no doubt, improve.

Spelling. Owing to the change in the mode of examination of Spelling, I have not, as yet, been able to form a decided opinion as to what progress, if any, has been made in Spelling. I do not think that there is any retrogression, and I believe that misspelled words are less frequently met with in the Composition exercises, which is a sign of improvement. It should be allowable to test Spelling by a Dictation exercise.

Needlework. Needlework is generally very fair. The parts of the Programme which are generally weakest are Darning and Cutting out. Knitting Drill and Needle Drill are not often met with.

Attempts are made by many teachers to teach a little Drawing, on the lines of Bevis's system, but with little success, from want of knowledge of the subject.

Mr.
M'ELWAIN.
Drawing.

I consider the proficiency in Drawing inferior.

A very satisfactory improvement is observable in Vocal Music. It is taught in the great majority of schools. Teachers are encouraged to do what they can, if they have sufficient ear and voice to train pupils to sing in harmony.

Vocal Music

Manual Instruction is given in very few schools, for the reason mentioned elsewhere. The work done under this head is almost nil; but an advance may be looked for, as a result of the two Organisers' classes, held for training teachers in the circuit.

Manual
Instruction

Equipment grants have been made to a large number of schools.

The number of schools in which Elementary Science is taught is very small; but I anticipate a marked increase during the coming year. Equipment grants have been made to a number of schools for teaching Elementary Science.

Elementary
Science.

The Object-lessons I hear given are rarely of a high class. They are too elementary, and are unskilfully imparted. The plan recommended throughout the circuit, where the Elementary Science Programme is not taught, is to make two divisions of the school, a junior and a senior, and to have two sets of Object-lessons, the simpler lessons for the junior division, and the more advanced for the senior. Though it is possible for teachers to give good lessons by studying good text-books, special attention should be given to this branch in the Training Colleges, and also by the Organisers. I have not observed, in trained teachers, the skill in giving Object-lessons which one has a right to expect.

Object-
Lessons.

Drill has been taught with success in a fair proportion of schools. Some teachers employed a Drill Instructor to attend at the school, and train the pupils, and, indirectly, to train themselves. The teachers in and around Athlone and Roscrea organised classes for their own training by a competent instructor, which proved very helpful, and were very successful, especially the Athlone class.

Drill.

There is no doubt that in the hands of a good teacher the use of Geographical and Historical Readers is attended with excellent educative effect. I regret to say that, except in a comparatively small number of schools, the work done by means of these Readers is very unsatisfactory. All knowledge of Geography is disappearing from the schools, and the knowledge of History acquired is trifling. The principal cause of this is the unsuitable character of the Readers which are in most general use. They are too elementary for the standards in which they are used, and are so light that pupils can learn very little from them. Some of the Geographical Readers used do not cover the Programme laid down in the note to page 68 of the Appendix to the Commissioners' Report for 1900.

Geographical
and Historical
Readers.

Mr. M'ELWAIN. Geographical Readers should be introduced in Second Standard.

Map teaching is seldom given, and the stock of maps in schools is diminishing.

Organisation. There is no part of the revised system of education so little understood as that which is concerned with the organisation of a small school. It is undeniable that in small schools the more the classes can be grouped together the better it is for the school. One of the greatest defects of the old system was the multiplication of classes and programmes, by which a small number of pupils were scattered over the maximum number of classes, to the distraction of the teacher, and the injury of the pupils.

Special attention should be given to this question of organisation. It is one of great importance, and has not been thought out. I have neither time nor space for entering on it now.

Some of the subjects, as Drill, Singing, and Object-lessons, lend themselves to grouping, and teachers are encouraged to have collective teaching; but the principle might be carried much further.

Organisation for each year should be considered in connection with both the year preceding and the year following, otherwise the pupils might suffer.

It would be of great assistance to teachers if two or three alternative schemes were drawn up, to suit schools of a certain size.

Training of Monitors.

The practical training of monitors is, in my judgment, very unsatisfactory. Theoretically, a monitor, who has served five years, has served an apprenticeship to the office of teacher; but I know no department of industrial or professional life in which the apprentice is so badly prepared for his future work.

There is no reason why this should be so. I invite attention to this important matter. It should not be difficult to provide such a scheme as would make the training of monitors a reality, and not merely a name.

The literary instruction of monitors is, as a rule, duly attended to, and failures are few. The results of the final examinations of monitors are not now conveyed to Inspectors, so that I cannot speak precisely about them; but, so far as I can gather, the answering was decidedly lower than I was accustomed to in the districts of which I had charge previously.

The answering of the pupil-teachers in Parsonstown Model Schools (the only ones in the circuit), at their final examination, was very satisfactory.

Managers.

I know of only one instance in which a manager has proposed a special programme of instruction.

Managers have not, so far as I have ever observed, availed themselves of their powers of initiative in regard to school organisation, and no case has come under the notice of any of the Inspectors of the circuit in which a manager has held test examinations of pupils.

The general superintendence of schools and teaching staffs by managers is about the same, under the new system, as it was under the old. It varies with the individual. Some managers take an interest in their schools by visiting them regularly; others discharge their duties in a perfunctory manner. Some desire to co-operate with the Inspector in his efforts to raise the efficiency of the schools; but others do not show so active an interest in them.

Mr.
M'ELWAIN.
Managers.

Probably, more managers would take an active and guiding interest in their schools if they had a better grasp of the new system; but it is as new to them as it is to their teachers. It is to be hoped that, as they come to understand it better, they will, with their intelligence and with the practical ability which so many of them display, fill the place in the present educational system they are intended to take.

Too frequently, necessary expenditure in connection with the school, is allowed to fall on the teacher.

None of the Inspectors of this circuit has been able to see any evidence of local interest in the welfare of the schools. Although education is practically free throughout the circuit, I believe that there is a growing disinclination to provide the school with needed equipment, or to carry out necessary repairs or improvements.

Local
Interest.

Optional or extra subjects, which include Irish, French, Latin, Mathematics, and Instrumental Music, have, with one exception, practically disappeared.

Optional or
Extra
Branches.

Latin was taught in one school, and Mathematics in two. In a few Convent Schools Instrumental Music was taught.

Irish is now taught in an increasingly large number of schools, and I understand that pupils are presented for examination to earn fees, from Second Standard upwards.

During the past year, some attention was given to assist teachers in improving their time tables, especially by making a suitable distribution of time among the various subjects taught.

Time Tables.

The time table should be such as to enable an Inspector, when visiting, to see whether the various subjects are taught regularly throughout the year. Some of the new time tables found were so lax and vague as to suit incompetent, rather than efficient teachers.

There was a desire shown by a few teachers, whose hearts were not in their work, to reduce their hours of school-work to the shortest time which they thought would be accepted. The Circular issued by the Commissioners on the subject has helped to put a stop to this abuse.

Yearly Progress Books are gradually being introduced into the circuit. I consider an intelligent use of these books necessary to the proper working of the new system; but teachers require to be taught to use these, as they do not understand them.

Yearly Pro-
gress Books.

A special feature should be made of the Yearly Progress Book in all Training Colleges. All King's Scholars attending Practising Schools should keep one, which should be inspected periodically.

Mr.
M'ELWAIN.

Evening
Schools.

Sub-organisers might be utilised for giving useful hints as to how these books should be used.

I have not formed a favourable opinion of the utility of Evening Schools. There are three classes of pupils by whom they might be attended—(a) illiterates, (b) pupils using them as Continuation Schools, and (c) pupils who wish to improve themselves.

It is rare to find pupils of class (a) in Evening Schools. They are ashamed to attend, and whatever the cause may be, when they do come to school, they soon cease to attend. It is doubtful whether their presence is always desired by the teacher, as they require attention out of proportion to their number.

If by "Continuation" Schools is meant schools in which pupils continue their education from the stage in which it was when they left school, these Evening Schools cannot be regarded as Continuation Schools. The programme of studies is not sufficiently advanced, and the work done is of a more elementary character than what is done in the senior classes of the day schools.

It remains, then, that almost without exception, pupils attending Evening Schools belong to class (c)—those who wish to improve themselves. The large majority of pupils are between sixteen and twenty years of age. Sometimes pupils of rather advanced age come; but they seldom remain long. As a rule, pupils found in the Evening School have ceased to attend the Day School one, two, or three years; but there are a few schools in which an older set of pupils is found.

The work done is practically confined to "the three R's," with the addition of Composition, and comparing, as I did in a few cases, the work which pupils, who had left the Day School a year or two before, were doing, I found that they were employed at the programme of one or two classes lower than that in which they were when they left school.

Test of
Progress.

In such cases progress is more apparent than real. I attach little value to a final examination, held at the end of the session. It is a question, not of *proficiency*, but of *progress*. If the proficiency is as high, or almost as high, at the beginning of the session as at the end, it is evident that there may be little or no progress, whilst, on the other hand, there may be schools in which the proficiency found at the end of the session is not high, and yet the pupils have made good progress, when their knowledge at the end of the session is compared with their knowledge at the beginning. For these reasons I consider that the great test of the value of an Evening School is the quality of the work done as observed at an incidental visit, and the range of study covered.

Attendance of
Day School
Pupils at
Evening
Schools.

I am of opinion that some further limitation should be put on the attendance of Day School pupils at Evening Schools. Pupils who attend a Day School for five hours are physically unequal to a further attendance of two hours on the same day, and I have observed that the work done in the Evening

School is inferior to that done by the same pupils in the Day School. Educationally, they benefit nothing, and the only advantage derived from their attendance is that they increase the average attendance.

I regret that I cannot speak favourably of the supervision of Evening Schools by managers. It is utterly impossible for Inspectors, in addition to their other duties, to exercise an effective supervision over Evening Schools. This, if done, must be done by managers. To have account books brought to a manager's residence, or to check the account books of an Evening School at a visit to the Day School held in the same building, cannot be considered effective supervision. For this, unexpected visits, while the Evening School is in operation, are necessary. I have observed cases to which the above description of inefficient supervision would apply; but I do not say that they are the rule. A good deal depends on the distance of the school from the manager's residence.

The evenings of the week selected by manager and teacher should be subject to the approval of the Inspector. Probably 90 per cent. of Evening Schools meet on Mondays, Wednesdays, and Fridays, and, as a consequence, inspection is confined to these evenings, and (in this circuit, at any rate) it will be found impossible to reach all the Evening Schools.

Girls' Evening Schools should meet for a summer, not a winter session. Careful organisation with regard to grouping of classes and programme of work is required. The programme for the various standards in the Day School has no application to the Evening Schools, and is not followed in them.

It is more necessary, in an Evening School than in a Day School, that a Progress Book should be kept. A syllabus of work for the session should be drawn up before the beginning of the session, to be submitted to the Inspector for his revision or approval.

Each year's syllabus should be an official document, to be preserved from year to year, and at the end of the session a Progress Table (also to be preserved in the school records) should be filled to ensure that pupils remaining for a second or third session are advanced in their studies.

There are about ninety Evening Schools in this circuit.

It would facilitate the examination of time tables if a summary were given at the foot showing the amount of time given each week to each subject.

I am Gentlemen,

Your obedient Servant,

A. J. M'ELWAIN,

Senior Inspector.

The Secretaries,

Education Office.

GALWAY,

28th January, 1903.

GENTLEMEN,

Mr. Cox.

Pursuant to your instructions of the 11th November, I beg to submit my General Report on the schools in this circuit for the past year. I have to add that I have consulted my colleagues, and embodied their opinions in this Report.

Description of Circuit.

The circuit of which I am in charge comprises—(1) nearly the whole of what was known as District 34, *i.e.*, Connemara, from Galway Bay nearly to Killary Harbour; (2) the Head Inspector's district, which bordered the Midland Railway as far as Attymon Junction and Loughrea; (3) the whole of District 42, *i.e.*, the country south of Galway Bay to Miltown Malbay, thence to Killaloe, and along the west side of Lough Derg to Gort; and (4) the country north of the Head Inspector's district, as far as some eight or ten miles north of Tuam.

The intrusion of Galway Bay, whilst providing a very definite boundary between two sections, makes the working of these two sections a matter of some difficulty, owing to the long distances the Inspectors have to cover before they can get into contact with their schools. However, in the latest arrangement of the sections we have not overlooked this point. In the Connemara section, too, the island schools—not considering those on the Aran Islands—are very often a source of delay, and consequent loss of time, owing to the difficulty of reaching them during periods of storm; and I have found it necessary to recommend some changes in the calendar.

I must further remark that the delay in appointing a successor to Mr. Lehane not only threw the work in the Connemara section into arrear; but left that section without the benefit of regular systematic aid and guidance at the critical time in the development of the new scheme.

Accommodation.

The circuit generally is sufficiently provided with schools; two new applications for grants-in-aid have been made during the year. Old and unsuitable houses are to be met with but they are every year decreasing in number. I have had two or three cases where the contractor has been unreasonably long in completing the buildings; indeed, it would seem that the official powers of control or interference in such cases should be strengthened.

Equipment.

In the mere working of the schools the equipment is generally sufficient; beyond this it rarely ever goes. Globes, good charts, museums of local interesting objects, are hardly ever found. One school in Mr. Mullany's section is an exception. This school is near the sea; and the girls—for it is a girls' school—have made a collection of shells, &c., which is carefully kept in the school-room. I find, too, that the supply of maps is not so well maintained as formerly. I must mention specially the want of galleries—a want common to all parts of the circuit, and the more to be regretted, as the classes

that would most benefit are very large. Suitable desks, too, **Mr. Cox.** for infants, are almost unknown.

Special provision for personal cleanliness is rarely made; even in girls' schools one is often told that "there is a stream near."

Heating is generally by means of turf fires, the pupils supplying the turf; an arrangement which has worked satisfactorily enough. I have often found that the fire has not been lighted early enough to make the room warm and comfortable by the time the children arrive. **Heating**

Ventilation is seldom properly attended to; sometimes, I fancy, because teachers cannot contrive to procure ventilation without causing a draught; in other words, they ventilate either too much or not at all. **Ventilation.**

The new Code and the recent Circulars have not been without effect on the care which teachers give to tidiness, &c., in their schools. Some few—under female teachers, especially—are models of taste and neatness. But, as a rule, the school-rooms under men are very different. Why men should prefer (apparently) to pass so much of their time in a room with floor, desks, and walls covered with dust, or cobwebs, with maps hanging all awry, &c., &c., is beyond my comprehension.

Teachers are everywhere doing their best to carry out the provisions of the new Code, with, of course, varying degrees of success. School Drill, Drawing, and Singing, are attempted to some extent in nearly all schools. In these, however, as in Object-lessons and Hand-and-Eye work, some form of practical training is essential. An Inspector can, of course, do a good deal during his visits; but these are short; and remarks made orally, and more or less hurriedly, always run the risk of being taken up wrongly, as, usually, it is not possible to see them applied. I was much interested in one or two schools in the Tuam section, in noticing a method of Drill where one class (girls) sang, whilst all the others went through the exercises—they all seemed to enjoy it thoroughly. **Teachers.**

Geographical and Historical Readers are in general use; but, as regards the former, it would seem that the maps are not properly availed of. **Readers.**

In a few schools, principally in the Tuam section, Paper-folding and Stick-laying have been taken up; and Cookery and Laundry-work have recently been begun in some schools near Loughrea.

In nearly every school a syllabus of work is kept, taking, usually, a form very similar to the lesson tables formerly in use. Generally, it is written out weekly, in advance. Teachers are now beginning to present to the Inspector on the day of examination a synopsis of work done during the year. **Syllabus.**

The attendance generally cannot be regarded as satisfactory, even though making every allowance for the fact that, this circuit being agricultural, the ordinary hindrances to regular attendance at certain times of the year exist. In the Tulla and Scariff Unions, an attempt is being made to grapple with **Attendance.**

Mr Cox. the difficulty by the adoption of the Compulsory Attendance Act. It is much to be desired that this Act should be adopted everywhere, and applied with vigour. A visitor driving through the country can hardly fail to observe the large number of children playing round the houses who might, and ought, to be at school. Yet no matter how bad the attendances may have been, parents are anxious that their children shall attend on the day of examination (often to teacher's dismay), and then be promoted. Personally, I do not hesitate to support the teacher by telling the delinquents in plain language that they cannot expect to do well at the examination, or to obtain promotion so long as they attend so badly. It has been frequently urged by teachers that the abolition of the minimum qualifying attendance of 100 days had resulted in less satisfactory attendance generally.

Proficiency. I have already referred to the progress of some of the new subjects. English is the one subject with which teachers can best grapple. Reading and Composition show definite improvement; and it would seem that the extended course in Reading (including, as it does, History and Geography) has had a clear effect in helping pupils to get a more intelligent grip of what they read. Yet I must not be taken as saying that explanation is everywhere satisfactory. In some subjects a tendency to cling to the requirements of the old Programme has been noticed. Arithmetic is not yet made sufficiently practical; and Mental Arithmetic, judged by results, is almost neglected. The possibilities underlying Object-lessons have generally not been discovered; yet more than one teacher has remarked to me that he has found these lessons a great help to Composition.

Organization. Teachers are naturally very shy of trying any radical change in the working of their schools. Of course, standards are grouped for such subjects as Drawing, Singing, Drill, Object-lessons, particularly when newly introduced; otherwise, we have not got farther than, in some few schools, grouping standards for Reading, and, perhaps, Grammar. At nearly every incidental visit I pay, I point out how labour is saved to the teacher, and what advantage accrues to the pupils, by an intelligent grouping of standards.

Monitors. The abolition of the written examination of monitors at the end of their third year is regrettable. This examination should be revived; and further, a high—indeed, a very high—standard of answering should be insisted on. But it should take place towards the end of June instead of at Easter; a day, or a day and a half, would suffice.

The training of the Fifth Year monitors in practical teaching was generally not satisfactory. Only in a very few cases were good marks earned in this subject; it would seem that teachers do not look closely enough into the actual methods which their monitors adopt when in charge of a class. Even in the simple matter of keeping the school accounts their train-

ing was defective; in more than one instance the knowledge shown was nil. Mr. Cox.

The managers in this circuit, for the most part, take a good deal of interest in the welfare and progress of their schools; but in a general way, they do not interfere with the discretion of the teacher in the matter of organisation or curriculum—excepting, indeed, the choice of Reading Books, and the arrangement of the time table with reference to secular and religious instruction, matters which the managers usually arrange personally. Mr. Mullany writes:— Managers.

"I ought to record, however, that the manager of Inishcaltra Schools—a lady who takes the liveliest interest in her charge—has made most useful suggestions from time to time about Drawing and Object Lessons. Work would be much pleasanter and more interesting if others followed the good example."

Managers appear to take considerable care in their choice of a teacher to fill a vacancy; they visit their schools frequently to look after the attendance of pupils; and I not infrequently find, from notings in the Report Book, that they have either themselves examined, or heard the teacher examine, the pupils in one or more subjects.

No test examination has, so far as has come to my knowledge, been held anywhere in the circuit; and only in one case has a modified Programme been presented.

I fear that the local interest in the schools continues very slight. For instance, there is no instance in which an equipment for Hand-and-Eye work, or Science, or Drawing has been locally supplied. It is rather the other way: complaints are still made that parents will not buy books, &c. Local Interest.

Irish is now very generally taught as an extra, except, perhaps, in Co. Clare. The other subjects are Mathematics, French, and Piano. Extra Subjects.

In the Tuam section of the circuit there has been a very large increase in the number of Evening Schools. I have met with a great many illiterates in attendance; but the great attraction seems to be Irish, which most of the young men could speak, but not read or write. Yet these, however, give careful attention to Reading, English, Arithmetic, Writing, &c. I have no hesitation in saying that my experience is that these schools are doing good work. I must advert to the very great difficulty which is found in visiting these Evening Schools as effectively as one would wish. Evening Schools.

I am, Gentlemen,

Your obedient Servant,

H. Cox,

Senior Inspector.

The Secretaries.

Mr. FETLOW.

OMAGH,

January, 1903.

GENTLEMEN,

In accordance with instructions, I beg to submit a General Report on the schools inspected in the Omagh circuit during the year ended 31st December last. It has been written after conferences with my colleagues, and embraces their opinions and information as well as my own.

Description
of Circuit.

The circuit comprises the greater portion of the county of Tyrone, and portions of the counties of Donegal and Fermanagh. Its most eastern extremity is Pomeroy, its most western Rossan Point, in Donegal. The distance between these two points is over 110 miles. The eastern boundary line extends from Ballygawley, in Tyrone, to within a few miles of Draperstown, in Londonderry; the northern from within a few miles of Draperstown to Ardara, in Donegal, and running close to the towns of Strabane, Lifford, and Stranorlar. The Atlantic forms the western boundary line, the lakes of Fermanagh and the Clogher Valley the southern. With the exception of the plain, in the centre of which Omagh is situated, the most of this large area is mountainous, and sparsely populated. The inhabitants of the mountainous districts are poor, and with scarcely an exception agriculture is the only industry. The important towns in the circuit are Omagh, Strabane, Donegal, and Ballyshannon. The difficulties of travelling, owing to badly-kept and very hilly roads, enormously increase the work of the inspectors.

School
Accommo-
dation.

There are in the circuit 411 Ordinary Schools, 2 Model Schools, with six departments, 3 Convent Schools, 5 Workhouse Schools, and 29 Evening Schools. The accommodation is more than sufficient; there is practically no overcrowding, and in some localities the school-houses are too numerous. The schools are generally fairly or well furnished with desks, forms, blackboards, and maps, but the majority of them have not, as yet, been provided with Manual or Science equipments. School museums, libraries, and suitable lavatories have not yet been supplied. In very few of the new vested schools are the desks graduated in size. They are of the same dimensions for infants as for advanced classes. Schools premises are kept with too little taste, although in this respect some improvement is discernible, and a few teachers have brightened up their school-rooms with pictures and diagrams. Houses vested in the Commissioners are in excellent repair; those vested in trustees are generally in good order, but some, built about fifteen years ago, are beginning to show signs of wear and tear, through want of proper attention to them on the part of the trustees. Over forty non-vested schools are in bad repair, some being wretched cabins, with badly thatched roofs, bad light, and imperfect means of ventilation, or heating. As regards sanitation, improvement is being gradually effected. In most of the schools peat fires are pro-

Equipment.

Repair.

Light, Heat,
and Ventila-
tion.

vided during the cold weather, and they heat the rooms fairly well. Too often, through the slackness or indifference of parents, the teachers have to contribute towards the expense of providing fuel.

Mr. PEARLOW.

The teachers have made a praiseworthy effort to attend the classes of the organizers. Some have plainly very much benefited by them, but others have made little or no effort to carry out the work in their schools as they have seen it done when under instruction. Others, again, although a small number, returned to their schools and immediately proceeded to do the exact opposite of what they had been told.

Teachers.

The teachers are not, as a class, sufficiently studious. They do not even read good modern books on education, and they do little to develop a taste for literature. Examinations within proper limits, and with the object of encouraging a taste for reading, might prove beneficial. The complete absence of school libraries indicates a want of taste for reading. A few teachers make preparation for work in a very careful and intelligent manner, and their schools benefit accordingly, but the greater number make no systematic preparation. Every-

Reading and Study.

thing is left to chance, and the spur of the moment. The recent Circulars, giving hints and suggestions for work, have to a great extent been neglected. As a rule, periodical examinations have not been held. There is no record of work done, no syllabus of work, and no summaries of Readers. This leads to the conclusion that teachers, whilst endeavouring to improve by means of the classes, are not studying at home, nor showing any inclination to study. There is little evidence, too, that training alone has made them efficient at practical work.

Preparation for work.

Some scheme whereby candidates for training would be selected from monitors in the best conducted schools, should be advantageous. The best teachers are those who have been monitors in good schools, and afterwards trained. The monitors who are kept hard at work, and often in a close atmosphere, during the day, are frequently unable to compete with outsiders, who have nothing to do but study under the guidance and with the assistance of grinders, in classes specially formed to prepare for the entrance examinations of the Training Colleges. Since the introduction of the classes by the organizers, many teachers have made marked progress in Music, the majority of them have made some progress in Drawing, and the Hand-and-Eye classes have given all an opportunity of introducing into their schools a little manual instruction.

Training.

The average attendance at schools generally is not increasing. The reverse, in many cases, is the fact. There is a danger that Evening Schools, which are so rapidly becoming popular, will, in some cases, for senior pupils supersede Day Schools, as any excuse for keeping at home children able to work will readily be made use of. In the greater part of this circuit the attendance is unreasonably irregular.

Attendance.

Parents are exceedingly neglectful, and keep their children away from school on the smallest pretext, or on none at all.

Negligence of Parents.

Mr. PHELLOW. At annual examinations the number of pupils who make less than 100 attendances is deplorably large, and this takes no account of parents who solve the matter by not sending their children to school at all. The following causes for irregular attendance have been assigned by teachers or managers:—

**Causes of
Irregular
Attendance.**

The fact that all pupils are permitted to attend the annual examinations irrespective of attendance.

The high rate of wages for hired servants, and the want of any restriction as to age for hiring.

The want of fences on almost all mountain farms, and the consequent herding of cattle.

Local fairs and markets.

The inclemency of the weather in the winter season.

The complete ignorance of parents as to the value of education, and their negligence.

**Compulsory
Attendance.**

Compulsory attendance has been put into force in several Rural Districts; in some with good results, and in others with no appreciable change. Where the Compulsory Education Act has been enforced with no beneficial results, the authorities were too careless, and did nothing in support of education. The benefits to be derived from compulsory attendance mainly depend on the character of the school attendance officer. Where this official is active and energetic the attendance increases. In Ireland figures conclusively show that parents neglect their duty to their children. It is, therefore, quite clear that legislation to amend existing Acts of Parliament is necessary. In England, Scotland, and most Continental countries, the education of children is compulsory.

**Proficiency,
Reading.**

The increased time and attention given to Reading have produced an improvement, and pupils now can read more accurately and distinctly than heretofore. Except in a very few schools, modulation is not aimed at or secured, and it is somewhat remarkable to find that in schools where Music is well taught the Reading is a featureless monotone. Distinctness of speech still leaves much to be desired. Answers are far too frequently inaudible, and in many schools the pupils do not, at first trial, speak so as to be heard by their fellow pupils a yard or two distant from them. Too often the teachers accept almost inaudible answers without remonstrance.

Writing.

Too little importance is attached to the mechanical part of writing. In many schools the pupils, and especially the juniors, hold their pens and pencils improperly. There is very little blackboard instruction, and very little supervision during the Writing lesson. Teachers content themselves with examining the copies and exercises after they are finished, and when the children have not an opportunity of trying to do better. The last head-line of a copy is usually worse written than the first. This would not be the case if the teachers gave collective instruction during the lessons, and made use of their blackboards to point out mistakes of frequent

occurrence. Writing is, however, likely to improve, owing to the beneficial changes made in Revised Programme. Mr. PEDLOW.

There is now quite too little Dictation, and quite too much Transcription, which, for senior classes, is not by any means so useful. It is easy for a teacher to set a large class to transcribe a passage from a book, but a strain on him to read Dictation and have it properly marked, whilst he attends to one or more classes in drafts. The value of writing long lists of words is questionable. It would be better to write a short passage of Dictation, and have it followed by a list of words. The lists of words selected are usually polysyllabic, but the words frequently mis-spelled in Composition exercises are those constantly used, and of one or two syllables. There seems some confusion in the programme between Writing and Spelling. Spelling.

Composition is improved. The children write more accurately, and speak more correctly, than heretofore. It has been found very difficult to get the teachers to draw out lists of local errors in Grammar and pronunciation, and to train the pupils to avoid them. The errors in Composition and written exercises generally are not corrected with sufficient care, nor are the exercises which contain numerous mistakes, and display carelessness, re-written by the pupils. Grammar and Composition.

The recent instructions of the Commissioners regarding map lessons have not received attention, and there has been little or no teaching of Geography in many schools. The subject has been neglected. The Geographical Readers are regarded merely as ordinary Readers, and the subject-matter of the lessons is not acquired by the pupils. Many of the Readers in use have been drawn up for English schools, and those often selected by the teachers here are by no means suitable for the children. The want of a good Reader about Ireland is much to be regretted, and, unfortunately, pupils in higher standards are frequently quite ignorant of the Geography of their own country. Geography.

In the junior standards Arithmetic has been improved. Tables are better known, and mental calculations are done quicker and more accurately than heretofore. More attention is being paid to practical Arithmetic, although working with money, such as counting change, and weighing and measuring, have not been taken up with sufficient zeal. The practical work done in Fourth and Fifth Standards is not a sufficient preparation for the Sixth. Pupils in that standard display little or no knowledge of the unitary system, or of Practice and Interest, when questions are set which require a little thinking, and not mere mechanical rules. As it has been suggested that pupils can now remain two years in Fifth Standard they should be able, without strain, to acquire a more extensive knowledge of the theory of Arithmetic than the programme demands. Arithmetic.

- Mr. PENLOW.** In nearly all schools Drawing on dotted paper, and Hand-and-Eye work have been introduced, and have been fairly taught up to the standard reached by the teachers through the medium of the organizers' instructions.
- Manual Instruction.**
- Music.** Singing has been immensely improved. Very few schools are now to be met with where Music is not taught. Although the development of the subject is still in its infancy, the methods adopted by the assistant organizers have been productive of much good. The classes conducted by Miss Appleyard here were highly appreciated by the teachers, and their beneficial results have already been recognized by the Inspectors. There is a marked want of enterprize in tackling new songs; but with such a reformation as has taken place that is only to be expected.
- Drill.** The important physical exercise of Drill, for which about an hour weekly is allowed, has greatly benefited most of the schools. It has developed general smartness, and its influence should be felt in all school movements. It has been objected to by a few parents, who were, no doubt, ignorant of its usefulness; but it is rapidly becoming popular with both teachers and pupils.
- Monitors.** The literary portion of the monitorial programme receives sufficient attention, but in general the practical training in teaching does not. It would be advantageous to have Third Year Monitors examined at Easter, along with Fifth Year Monitors and Candidates for training.
- Extra and Optional Subjects.** Of the extra and optional branches on the Programme Irish alone has been taken up to any extent. Instruction in Irish is chiefly confined to schools on the Donegal sea-board.
- Evening Schools.** Evening Schools have been started with great enthusiasm. They have not yet been sufficiently long in operation to estimate their utility.
- Managers.** Managers have not availed themselves to any extent of the increased facilities afforded to them for providing suitable programmes, or changing in any way the school organization. With scarcely an exception they have held no test examinations, and in no case in this circuit has a programme drawn out by a manager been submitted to an Inspector for approval. Any changes effected have been done by the teachers. Most of the managers visit the schools frequently, and their supervision is decidedly useful.

I am, Gentlemen,

Your obedient Servant,

W. PEDLOW

The Secretaries.

DUNDALK,

16th January, 1903.

GENTLEMEN,

Mr. HOGAN.

In accordance with your Circular of 11th November I have to furnish a General Report on the schools in this circuit.

There have been some slight alterations in the boundaries of the circuit since my last Report; fifteen schools have been added on the north-west, and five on the south taken off, leaving a total of 413 schools, of which 140 are in the Newry section, 139 in Bailieboro', and 134 in Dundalk. One school, Derrygooney, has been revived, another close at hand, Lisani-sky, a poor building, was struck off. Ballyvarley Male and Female were amalgamated, and in place of two small schools there is one flourishing mixed school. This should encourage managers to amalgamate their small schools and have one high grade school, rather than two low grade. No new buildings were brought into operation; Dromantee Male and Female will be completed early in 1903. One application for grants was rejected.

There is still a large proportion of small schools with an average of thirty or less. Some of these are unavoidable, on account of denominational wants; others are the result of splitting up into boys' and girls' schools where one fair-sized mixed school would be much more effective. In about twenty cases amalgamation should be effected at the next vacancy. In other cases of groups of schools, where the population has declined, the extinction of schools should be carried out where accommodation and equipments are inferior, and the good buildings retained; the large scale Ordnance maps should be used in making these arrangements, so that townlands and dwelling places could be located.

Efforts are being made to provide new desks in many cases, and for the majority of buildings the state of repair is, on the whole, creditable. There is still a residue of very wretched fabrics: about thirty or forty. For a few of these applications, for grants to build have been made; for the rest I see no other course than to strike off at the next vacancy. Another class of inferior buildings consists of houses not originally designed for schools, with no premises or offices, and very little prospect of improvement.

A common feature is the bareness of whitewashed walls, unrelieved by pictures, charts, or maps. When the supply of these is plentiful they are hung unevenly, and no taste is shown in keeping the school-room tidy; in other cases the furniture is old and meagre, desks notched and unsteady, easels broken, no clock, insufficient blackboards. Fuel is generally supplied by the pupils and teachers jointly; there is often scarcity at the beginning of the cold weather, and recently, I met with cases where no fire was lighted at 10 o'clock.

Mr. HOGAN,
Teachers.

A great many of the teachers are making praiseworthy efforts to work their schools according to improved methods. These efforts are not confined to old or young teachers; some of all ages may be counted amongst them. Want of energy and activity is to be met with, particularly in small schools, while in some of the large ones work is not judiciously divided. All show anxiety to attend special classes where they can, and slowly, work in the new subjects is being taken up. The general method of instruction in Reading, Writing, and Arithmetic is not much changed, and there is still a tendency to keep up to the old standard in Arithmetic without any corresponding modification in other subjects.

Attendance.

I cannot report favourably on attendance; in general it is very irregular, the best schools even showing not more than one-half of the pupils on rolls attending on 150 days or upwards; commonly, one-third or one-fourth only do so. The tendency with a declining population is towards reduced numbers; but much can be done to improve regularity. The parents are the most grievous offenders, and on them mainly lies the responsibility. Cause of absence from the annual examination is often noted as "hired" for children aged ten and eleven. Small farmers keep them at home from a tender age to help in farm work; in the towns they can earn some small amount selling newspapers or running messages; near the factories all they are waiting for is to qualify as full-timers, so that once they reach the age of eleven or twelve they receive no more education. Another cause of irregular attendance is the fact that no school fees are paid. Parents do not value what they get for nothing; several teachers have told me that if even a small monthly payment were called for pupils would attend better, and work out the value of what they pay.

The School Attendance Committees do very little good; there are so many loopholes by which pupils can evade attendance, and the attendance officer is powerless. Everything in connection with school attendance requires to be more stringently carried out, and when children are found to be attending irregularly or not at all, parents, in town and country, should be dealt with at the first prosecution; an age limit should be imposed, and all, parents and others, punished who give employment to children under the limit fixed upon. Most of the schools are mere Infant Schools, half the number being nearly always in Standard I. and II. Half-timers seem to make no progress; the arrangement by which they are allowed to attend school every other day merely encourages irregular attendance. My experience leads me to conclude that children leave school two or three years before they should be allowed to do so.

Proficiency.

In general, the proficiency is fair. I can scarcely note it as higher in most of the schools. There is want of smartness and readiness to follow direction. Drill may improve this; but I think the deficiency is caused by the want of intercourse between teacher and pupil and the rarity of oral demonstration. If the pupils were in the habit of thinking out answers for

themselves, and expressing them in their own words, we would not find the hesitation and irksomeness so commonly met with. Again, dictating questions in Arithmetic is not sufficiently practised, so there is a breakdown when this test is applied. Cards, the bane of the old system, are used, and there must be a demand for them or they would not be published. The new subjects have scarcely been sufficiently gone into to form an opinion of the benefit accruing; but from the little I have met with these new subjects will tend to increase the alertness of the pupil and fix his attention.

Collective teaching is rather sparingly taken up so far; teachers are timid in striking out new lines for themselves, and cannot realise that they can use their own intelligence in arranging the school work. The old bipartite system is very much in the way, and with many this means that one half of the school is idling each alternate half-hour. Time is lost, also, from want of preparation, and only in rare cases am I satisfied that any useful work is done by the teacher outside the school-room. Desk room is not sufficiently availed of, and supervision is imperfect; many with the best intentions possible seem to be unaware of the fact that half their pupils are doing nothing; they arrange the floor drafts badly, and have their backs turned to those in the desks. This, repeated day after day, causes sad waste of time. I am always pleased when a teacher tells me he finds difficulty: it shows he is thinking out his work and taking measures to remedy defects.

The use of the syllabus book is extending, and, in my opinion, will have a most beneficial effect, principally in the way of preventing pressure in the last few months of the year. With the work parcelled out over periods of two or three months, cramming will be reduced, and term examinations by the teacher, if carefully carried out, should have a very good effect. This is one of the most hopeful features of the new scheme of organization, and in the hands of an ordinarily attentive teacher, will create a new interest in work.

One new subject, which is almost universally attempted, is the Object-lesson. Very rarely is the true inwardness of the idea of an Object-lesson understood; it degenerates into a lesson in common things, or mere rote question and answer after a kind of lecture. The heuristic value, and the training of the senses, are neglected, and the Object-lesson is not utilized as an auxiliary to Composition. When teachers keep a dated list of their lessons and prepare notes beforehand, improvement will be effected, and the pupils will take more interest when each one brings an object to school with him. Teachers recently trained appear to have received no special instruction in this direction, and have no leading principles to fall back on; I can scarcely accept what some tell me—that they have never given an Object-lesson.

Teachers in charge of schools near the towns labour under a great disadvantage by living several miles distant from their schools. No accommodation can be got in the locality, and

Mr. HOGAN.

Organisation.

Syllabus Book.

Object Lesson.

Mr. HOGAN.

the teacher's efficiency is impaired by having to walk or cycle out four or five miles over hilly roads in all weathers. A useful query in the Annual Report would be to state distance of teacher's residence from his school, and, in such cases as I have referred to, bring the matter under the notice of the manager.

Cookery and Laundry.

Cookery and Laundry are scarcely taken up at all; apparatus and accommodation are wanting. Drill is practised in nearly all schools, but the difficulty is to get it done in the open air.

It is difficult to get suitable boys for monitors or pupil-teachers; even if appointed they resign soon, the former to go to business, and the latter to go to training at the end of their first year. There is no lack of female candidates, who will stop on till the end of their course. Their training is generally well looked after, and pupil-teachers nearly all get to training.

Managers.

No changes of note have taken place in the management of schools. I believe many more visits are made than are recorded, and managers with several schools in their charge visit either personally or by deputy. I have met with a few cases of modified programme, but none of attempts to make new departures in organisation or to hold examination. For this last the Results Programme is responsible; but under the new régime I am hopeful that several managers I know of will interest themselves in this important matter. Lay managers, with one or two notable exceptions, rarely visit their schools, and often live at a distance from them. A manager of one small school has a very limited area of taxation, as far as raising funds goes, to effect repairs or build a new school, and lay managers have no means of getting subscriptions. Several applications for grants to build are pending, but for some very bad cases there is no other remedy than to withdraw grants.

Managers are careful as to the character of their teachers, but are very slow to take active measures with those who are indolent, knowing, as they do, that no other manager would employ them if dismissed. With a proportion of inactive managers we have several useful ones, who look after repairs and keep up the fabric of their schools—one, in fact, purchased a series of framed prints to decorate the walls. Others, again, are anxious to get apparatus for Cookery and Laundry, and I have just got notice of a grant for this purpose at Ballymackney, the first, or nearly the first, sanctioned. To stimulate managers notice should be taken of their recorded visits, and some remonstrance addressed to them when there is notable neglect. Managers could make very useful calls to test punctuality, as it is quite out of the power of the Inspector to visit more than one-third of his schools for this purpose.

Local Interest,
Extra Branches.
Evening Schools.

As to other local interest, it is non-existent.

Optional and extra branches are sparingly taken up. Irish is taught in Armagh and Down, but not much elsewhere.

There are forty-one Evening Schools in the circuit—three which commenced had to close. Unfortunately, we cannot

visit them at all frequently enough, and there is commonly want of punctuality in calling the roll. There are very few illiterates; nearly all can read and write passably, and the principal additional branches taken up are Arithmetic and Composition. If regular attendance of all up to fourteen were insisted on there would be no need of them, and as at present carried on, with no definite programme, I have doubts if they are worth the extra expense, and the additional burthen thrown on the Inspectors. Teachers, of course, cannot prepare their next day's work if they have an Evening School. A definite programme should be called for in each case, and meetings on Fridays or Saturdays prohibited, except within the municipal or borough boundaries of the nineteen official centres.

We have seven Poor Law Union Schools in the circuit; there are so few pupils that it is not worth the time and expense incurred in getting to them. The Local Government Board officials should take up the inspection of these schools, or they should be extinguished and the pupils sent to the nearest National School: great benefit would accrue to the children by being removed from the workhouse surroundings for so many hours each day.

To sum up, two principal causes adversely affect education in this circuit—irregular attendance and small schools; both capable of being remedied.

I am, Gentlemen,

Your obedient Servant,

JAMES F. HOGAN,

Senior Inspector.

The Secretaries,

Education Office,

Dublin.

GENERAL REPORT FOR 1902.

GENTLEMEN,

Mr. HEADEN

Description
of Circuit.

In compliance with your instructions of the 11th November, 1902, I beg to submit the following General Report upon the condition and progress of primary education as administered in the National Schools of this circuit during the year 1902. The circuit embraces three districts—41, 44, and 45—and includes practically the whole of the Queen's County, and one-half or more of each of the following counties:—King's, Kildare, Carlow, and Kilkenny. It extends from Horseleap, in the King's County, to Dunamaggin, in the Co. Kilkenny, a distance of sixty-four miles; and from Borris-in-Ossory, in the Queen's County, to Brannoxtown, in the Co. Kildare, a distance of forty-two miles—covering an area of over 2,000 square miles. Portarlinton is the official centre, and being a railway junction, with frequent and suitable trains, it answers the purpose well. The northern half of the circuit is situated in the central plain of Ireland, with the Slieve Bloom Mountains skirting its western boundary. The Bog of Allen stretches across this portion from east to west. The southern half is traversed meridionally by the Ridge of Leinster, which forms the watershed between the basins of the Barrow and the Nore, and reaches an altitude of over 1,000 feet at a few points along the west of the Co. Carlow. From this point the valley of the Barrow presents a view of much beauty and fertility, being richly wooded, and cultivated on the best systems of farming over its entire extent. The Ridge slopes away with a more gradual declivity towards the west, where the rich, but feebly developed coalfields of Castlecomer are situated. The country in this direction is wild and bleak. About two-sevenths of the circuit is under tillage, four-sevenths under grass, and one-seventh under bog and waste. There are several important towns within its limits, some of which have local industries that give large and permanent employment, *e.g.*, Kilkenny city, with extensive breweries; Carlow and Maryboro', with large malting trade; Tullamore and Monasterevan, with distilleries; Edenderry, with furniture factories, and Clara, with flour mills and jute factories. In the bog districts, the children are generally poor, and attend badly during the turf-making season, as even the youngest are then employed. In the tillage districts the attendance is irregular during spring and harvest, for a similar reason. And in the pastoral districts the population is thin, the attendance is generally irregular, and the children are poor material for the teacher.

The schools of this circuit are classed as follow :—

Mr. HEADEN;
Schools.

Model Schools,	2
Convent "	30
P. L. U. "	9
Ordinary "	323
Total,	364

These are arranged in three sections, corresponding to the old Districts 41, 44, and 47. District 47, comprising 127 schools, was under the inspection of Mr. Nicholls during the last year; District 41, comprising 123 schools, was inspected by Mr. Bradshaw; and I inspected the remaining section, District 44, comprising 114 schools, myself. My remarks throughout the Report will deal specially with the schools of this section; but such circumstances or conclusions as specially belong to the other sections will receive due reference. I may further premise that in any statistics given below, or inferences based upon them, the P.L.U. Schools of the circuit have not been included.

The accommodation, on the whole, is ample and suitably distributed. The following statistics establish this fact for my own section of the circuit, comprising 112 schools (the two P.L.U. Schools excluded) :—

1. No. of pupils for whom adequate floor space is provided,	10,756
2. The largest number of pupils present on any one day in 1902,	8,368
3. Average number on rolls during 1902,	9,338.6
4. " " in attendance during 1902,	6,095.9

There are, however, 23 schools in which the *largest* attendance on any one day of the year 1902 exceeded the number for which accommodation is provided; but the *average* attendance for the year exceeded that number in only 4 schools. The returns furnished by my colleagues for their respective sections under this head are similar.

This consists, for the most part, of a book press, a teacher's desk or table, desks and forms for the children, and a few maps and charts. Speaking generally, the furniture does not conform well to æsthetic principles, or practically useful purposes. The desks for the children are the most unsatisfactory. In the ordinary school, they are all invariably of the same height; the top is hacked and uneven; the slope is too great for writing, drawing, or general comfort; and for this reason, also, some of the Hand-and-Eye operations, as stick-laying and brick-work, are difficult, if not impossible, to carry on. The maps are generally in good order, and occasionally there are a few charts. But for the most part, a large area of wall space blinds the eye by its cold nakedness. In such cases, neither manager nor teacher seems to appreciate the valuable account which that empty space could be turned by covering it with pictures, mottoes, charts, illustrations of trades, manufactures,

Mr. HEADEN.

botany, natural history, &c. All these have a silent, but far-reaching influence on the pupils, refining their tastes, awakening their interest in a variety of ways, and thus contributing to their general culture.

Repairs.

The school buildings in my own section have, in general, been maintained in satisfactory repair during the past year. In a few cases the houses were old, the floors worn out or broken in places, and in other respects the condition had become more or less unsatisfactory; but in these cases the necessary repairs have been executed, so that at present there are no buildings in this section which can be described as absolutely bad. In the case of these old houses, too, on which the money thus spent in temporary repairs is practically thrown away, the managers are taking steps to build new ones, and are merely delayed by the difficulty of procuring suitable sites. As shown in table lower down, the number of schools in this section, on which more or less repairs were executed during the year, was 53, the money expended being £330 7s. 3d. In seven of these cases, the repairs were extensive, involving an expenditure of £203 19s. 1d., so that the average expenditure on the remaining 46 schools amounted to only £2 17s. 11d. I may, however, draw attention to the fact that in 46 schools in my own section, 39 in Mr. Nicholls', and 10 in Mr. Bradshaw's, no money was expended during the year on either repairs or furniture. In many of these cases, indeed, no expenditure was necessary; but in the great majority, the lesson of wisdom in the old adage, "A stitch in time," &c., has been ignored, with the certain consequence that later on a much larger expenditure will have to be incurred, with far less satisfactory returns. Mr. Nicholls complains that, in his section, painting and repairs generally are much neglected, so that in many cases the wood-work is rapidly deteriorating, and door-frames, window-frames, and sashes, &c., are rotting from sheer neglect. Mr. Bradshaw states that in his section fourteen schools are unsatisfactory as regards the building, &c.; but that with respect to most of these steps are being taken to provide new buildings.

Equipment.

Pens, ink, and paper, slates and pencils, with a black-board or two, and a few maps, constitute the equipment in the large majority of schools. In addition, I am pleased to note that an adequate supply of metric rulers is now universally maintained. All these, as a rule, are provided by the children, or from the teacher's own resources. I have, however, frequently to complain that there is no ruled black-board, for teaching Writing to First Standard, and that the supply of ruled slates for the same purpose is inadequate; that there are no Music charts or song books in tonic sol-fa or staff notation for the Singing class, and that in Girls' Schools the material and appliances for Needlework are insufficient. In all such cases it becomes, to me, a matter of personal regret that the official order to have the supply replenished involves, most likely, a fine upon the teacher's income.

In my own section, the following amounts were expended during the past year, under the heads specified :—

Mr. HEADEN.

Head.	No. of Schools.	Gross.	Average.
		£ s. d.	£ s. d.
From Local Sources, { Repairs, 53		336 7 3	6 6 11
{ Furniture, 24		89 3 2	3 14 3½
{ Equipment, 21		87 10 1	4 3 4
From Commissioners { Hand and Eye, 34		66 19 0	1 19 4
{ Drawing, 34		50 19 3	1 10 0
{ Equipment Grants). { E. Sciences, 5		37 10 0	7 10 0

In the matters of ventilation, dusting, and cleanliness generally, I am pleased to report conspicuous general improvement. Under the healthier influences of the new Code the teacher's views are broadened, and his energies less restricted to cramming dull wits with a mediocre amount of half-useless knowledge. He has now more time, and he is daily developing more taste, to discipline those other influences that educate and form character much better than the cane, and quite as well as the book or lecture. And foremost amongst these are cleanliness, good order, effective discipline, and hygienic principles generally. The lavatory, or some substitute for one, is, in many cases, at once the origin and proof of this improved condition of things. In my section, out of 112 operative schools, only two are without closets. The out-office buildings are unsatisfactory in three cases, and, although in point of cleanliness, thirty-two might be regarded as middling, none deserve to be described as bad. In Mr. Nicholls' section there are fifteen schools still unprovided with out-offices; and Mr. Bradshaw reports that "the out-offices are generally fair, but often too near the school," and that three schools in his section are not provided with out-offices. With regard to heating, I must complain. On the day of annual inspection, in winter, there is always a good fire lit early, and I find the room, on my arrival, comfortably warm. I regret I cannot report the same with respect to the schools I visited incidentally during the same season. There seems to be a universal scarcity of fuel; but there is, besides, a cause of complaint more easily remedied. When I call early I frequently find the room cold and comfortless, and the fire not yet lit. Last November, I visited at 10 o'clock, a.m., two schools, within a how-shot of one of the most productive coal mines around Castlecomer. The morning was bitterly cold, yet the fire was only being lit in the Boys' School, and no preparation for lighting one had yet been made in the Girls' School. I am afraid there are too many schools that copy this example, and I cannot help thinking that this is an evil of which the remedy lies wholly in the hands of the manager. Fuel has to be provided somehow, and, Sanitation, Heating, &c.

Mr. HEADEN,

as a matter of fact, it is provided; schools must be kept warm and comfortable for the health, as well as for the attraction of the children; and the manager, accordingly, should insist on his teacher's lighting the fire early, and keeping up the temperature during the day. It seems to me abnormal, when the only one the teacher minds, in regard to this and kind of irregularities, is the Board's Inspector. Again, the plan of heating a large room by a fire in one end is altogether out of date at present. It was never efficient; and hence it is now superseded by hot water-pipes, where means and opportunities permit, or by a radiating and slow combustion stove in the centre of the room. It still prevails, however, in the schools of this circuit, with very few exceptions. In the 112 schools in my section the various sources from which fuel is provided are as follow:—

	Ordinary Schools.	Convent Schools.
Pupils' subscriptions,	24	3
" " supplemented by teacher,	26	—
" " " " manager,	8	—
Manager alone,	23	—
Teacher alone,	2	—
Teacher, supplemented by manager,	3	—
Parochial funds (E. C. Schools),	11	—
Patron,	1	—
Trustees,	1	—
Board of Works (Model School),	1	—
Endowment,	1	—
Community,	—	7
" supplemented by pupils,	—	1
	<hr/> 101	<hr/> 11

Teachers.

In my own section, as already noted, there were in operation during last year, 101 Ordinary, 11 Convent, and 2 P.L.U. Schools. In the Ordinary Schools, 101 principals, 25 assistants, 3 manual instructresses, and 1 workmistress were employed. All the principals and assistants are classed teachers, 20 of them ranking in the old First Class. Seventy-eight of them have been trained in recognised Training Colleges; and of the 101 principals, 63 have been trained. I feel bound to describe the teachers in general as a respectable, intelligent, and devoted body of public servants, who have, with few exceptions, thrown themselves with much zeal and heartiness into the working of the new Code. Indeed, I cannot commend too highly the enthusiasm which the great majority displayed during the past year, to qualify themselves in the new subjects, and the earnestness with which they set themselves to teach them in their schools. The following table shows the number of teachers in my section who attended special courses up to 31st December, 1902:—

Singing,	47 teachers.
Manual Training,	75 "
Elementary Science,	17 "
Cookery,	30 "

In the 112 schools of this section, including both Convent and Ordinary, the new subjects were taught, during the past year, to the extent shown in following table :—

Singing,	in 87 schools.
Drawing,	105 "
Manual Training,	56 "
Drill,	112 "
Elementary Science,	9 "
Object Lessons,	107 "
Cookery,	4 "
Laundry,	3 "

I regret that there are still twenty-five schools in which Singing is not taught. In a few of these I expect that it will be introduced before long ; but in the others the teachers are incapable of appreciating a musical sound. In the schools in which the subject has been introduced the progress is good.

Drawing and Manual Training are making fair general progress. The defects in the former which come under my notice here and there are, want of neatness, inaccuracy of measurement when ruler is used, incorrect springing and sweeping of curves, arising from imperfect appreciation of these points on the teacher's part, too much repetition of stereotyped patterns, and hence no originality, no definite nomenclature for lines drawn in various directions, and too frequent use of the india-rubber. The only branches of Manual Training introduced up to the present are stick-laying, paper-folding, and brick-work; the last in only a few schools, and the first without a just appreciation of its purpose and value. Paper-folding commends itself more effectively to the general taste ; but in this, again, I have frequently to complain of the carelessness and inaccuracy with which the folds are made, and of the continued repetition of the same pattern.

Elementary Science has been introduced in those cases in which Equipment Grants have been made, and in a few others. This is a branch in which the promise is high, and I have to report favourably of the progress on the whole. The teachers, in every case, have had the advantage of attending one of Mr. Heller's courses ; and in general they are following it out in their schools with as much faithfulness as the conditions admit. In one or two cases, however, the work done is worthless—the essential accuracy in practical experiments is wanting, the note-books are carelessly kept, and the educational value is nil. I cannot help adverting, here, to the admirable efficiency with which this branch is taught by Mr. John Lavin, B.A., in St. Bridget's Schools, Tullamore. A gifted and energetic teacher, and a splendidly equipped laboratory, furnish the pupils of this large school with opportunities such as are seldom found elsewhere, and I am pleased to report that they are turning them to excellent account.

Object-lessons are taught, after one fashion or another, in 107 schools in my own section. I have to report a marked improvement in the mode of conducting these lessons. In a

Mr. HEADEN. large number of cases the teaching is based upon the syllabus of April, 1901 : specimens of the object are distributed through the class, experiments are made by the children themselves, answers are given in complete sentences, the blackboard is used to note down each new fact, &c. From time to time, however, I am treated to a discursive "lecture," in which all sorts of information are offered to the children, learned questions being answered glibly in fully formed sentences. In such cases the teachers forget that the Object-lesson is intended to cultivate observation, not memory, and that information gathered otherwise than through such observation on the child's part, however useful or interesting, is outside the purpose of the Object-lesson, and a drag upon its utility.

Drill. Drill was taught during the past year in every school except two throughout this circuit. In many cases there is an absence of promptitude and uniformity in some of the movements; but on the whole, the results are creditable. The children are delighted with it everywhere; and they are beginning to show the fruits of its training in erect carriage, prompt attention to orders, and improved deportment generally.

Not much trouble, however, is taken with politeness per se. There is, indeed, no positive rudeness anywhere; but except in Convent Schools and a few others, there is no training in positive politeness. The occasions that call for its exercise are so numerous, and each apparently so trifling in itself, that I must forbear referring individually to any of them here; but the whole matter is one of great importance for the teacher, and of enduring concern to those whose training in social virtues is entrusted to his care.

Attendance. I have carefully compiled the statistics of my own section, as far as attendance is concerned, and for purposes of comparison I submit below a table dealing with these returns for the past three years :—

	1900.	1901.	Change compared with 1900.	1902.	Change compared with 1901.
(a) Average No. on Rolls, .	9,593.7	9,411.5	-182.2	9,338.6	-77.9
(b) " " " Attendance, .	5,744.3	5,945.4	+201.1	6,095.9	+150.5
(c) P.C. of (b) to (a), .	59.8	63.1	+ 3.3	65.2	+ 2.1
(d) Total No. on Rolls last day of year.	9,418	9,212	-206	8,998	-214
(e) No. on Rolls in V. and VI. Standards.	1,787	1,526	-261	1,516	-10
(f) P.C. of (e) to (d), .	19	16.5	- 2.5	16.8	+ .3

This table is interesting. It shows that the number on rolls is sensibly decreasing, and a comparison of (e) with (d) shows that in the year 1901 the decrease was confined exclusively to the pupils of V. and VI. Standards. On the other hand, the average attendance has increased, not only relatively

Mr. HADEN.

as compared with the number on rolls, but absolutely by substantial increments each year. The percentage of average attendance to number on rolls for the year 1902 is 65.9. This compares favourably with 63.9 for 1901, with 59.8 for 1900, and with 63.9 for all Ireland in 1901, according to statistical Report for that year. The inferences from all this are—(1) that the number on rolls is decreasing, and, I believe, from two causes: (a) the gradual decline in the population, and (b) the withdrawal of children from school at an earlier age than heretofore. The new Programme is mainly responsible for this latter fact, inasmuch as it has practically done away with two classes in the upper division of the schools, viz., the second stage of Fifth, and the second year of Sixth, thus making it convenient for country boys and girls to regard their schooling as complete two years earlier than when the Results system was in force. (2) On the other hand, however, the absolute number in attendance has increased, and I have no hesitation in ascribing this fact to the new Programme also. The schools are now more attractive, the relations between pupils and teacher are more cordial, the discipline is less severe, the children's intelligence and activities are developed and trained in a more kindly and sympathetic manner, and in general the school and teacher have been shorn of all those terrors which brought premature unhappiness into the lives of children in past years.

Compulsory attendance is in force in 31 school districts, and with varying result. The teachers report to me that the effect is good in 11 cases, *middling* in 12, *nil* in 7, and positively *bad* in 1. In Mr. Bradshaw's section, the Act is in force in 12 school districts, with similar general effect. In my experience, the result in every case depends on the efficiency of the attendance officer.

Compulsory Attendance.

My colleagues and myself are unanimous in reporting universal evidence of increased intelligence and smartness throughout the schools of the circuit. This is the first and best fruit of the new Programme. Whether in explanation of Reading lessons, in the more intelligent treatment of arithmetical principles, in the greater attention to mental calculations, in the systematic teaching of Object-lessons, or the varied exercises in Drawing and Manual Training, the children are being constantly exercised in observation, in noting impressions and describing them in suitable language; and all this has given them a power and a confidence in their own abilities, with consequent readiness and intelligence, that were rarely developed under the "telling" and "cramming" methods of the Results system.

Proficiency.

Reading has been improved everywhere. Expression and taste are wanting, perhaps; but the Reading is more accurate, and unquestionably more intelligent. Correct phrasing is now attended to; and even in the lowest standards the distinction between mere word-naming and intelligent reading is appreciated. The one defect associated with the teaching of this

Reading.

- Mr. HEADEN.** important branch is the neglect to make sufficient and intelligent use of the map in illustration of the Geographical Readers, as well as of the geographical allusions in the ordinary Readers.
- Writing.** Penmanship is good in general; but the improvement is not so marked as in Reading. I invariably give a written examination in Spelling to all standards, and I find the proficiency creditable.
- Grammar, &c.** In Analysis the answering is generally intelligent; but I regret to report that Parsing has been largely given up. It is a fine intellectual training; and proficiency in it gives a facility in explaining grammatical errors that cannot be formally accounted for otherwise.
- Arithmetic.** Progress in Arithmetic in the junior standards is satisfactory. In the higher standards it is not equally so. With some teachers there seems a lack of common sense in regard to the teaching of Arithmetic. They complain that the Programme in these standards is vague and indefinite, yet they take no advantage of the privilege freely accorded them of modifying it into whatever definiteness they please along the lines of the Code itself. Again, under the Results system, there was a regular prescribed course of what I may designate "Mechanical Arithmetic," for the senior classes—specific "rules," &c., and this has not yet been superseded by any systematised course of rational Arithmetic on the lines of the new Programme. With exception of *Practice* and *Interest* in the Sixth Standard, "rules," as such, are now treated with scant attention. Hence the mechanical work is weak in general; and, on the other hand, the pupils are not yet sufficiently trained and exercised in dealing readily and intelligently, from the standpoint of commonsense, with easy problems involving concrete numbers. Mental Arithmetic is everywhere receiving more attention than heretofore; but the Bill, which is a distinctive feature in the Programme of Fifth Standard, is carelessly done in general. The form is bad, the calculations are frequently wrong, and there is a painful absence of neatness.
- Needlework.** Less time is now given to Needlework than formerly: but I am pleased to report that I have not noticed any deterioration in consequence. On the other hand, the children are initiated in the arts of sewing and knitting at an earlier age, and, except in darning and patching—two most practically useful branches of Needlework—the proficiency is satisfactory in the schools of my section. I am also pleased to report that, throughout the circuit, with scarcely an exception, in schools where Needlework is taught, every girl is provided with a suitably stocked work-bag of her own—a circumstance that contributes immensely to the order and success of the industrial training. In several of the Convent Schools, notably, Kilkenny, Bagnalstown, Tullamore, and Monasterevan, Lace-making, Embroidery, and Art-needlework are taught with conspicuous success; specimens from some of these schools attracted much attention at the Cork Exhibition last summer. I may here mention, as I omitted to do so elsewhere, that

large Chip-carving class is carried on with creditable efficiency in Bagnalstown Convent. Some beautiful work is executed by the senior girls.

Mr. HEADEN.

Local
Interest.

I have nothing to add to my statements under this head in last year's Report. With exception of the manager, and, in districts where the compulsory clauses of the Education Act are enforced, the attendance officer, no one in this country takes the slightest interest, pecuniary or otherwise, in the welfare of the schools. As regards the new Programme, the attitude of parents and the public generally is altogether passive. The manager, accordingly, is the one individual of the local public who takes an interest in the school. This interest assumes a practical form in periodic visits, in well-directed efforts to secure punctual and regular attendance of the pupils, in catechising them at time of Religious Instruction, and in getting necessary repairs executed with more or less readiness. They do not, however, avail themselves to any extent of the large powers of initiative given them under the new Code for preparing suitable programmes within its limits, and in only one or two cases have they held test examinations within the year. They are scrupulously exact in regard to the conduct and reputation of the teacher; but in general they are not equally so in regard to the faithfulness with which he adheres to his time-table in the daily working of the school. In my experience, the efficiency of school management depends wholly on the individual tastes of the manager. There are several in this circuit who spare neither trouble nor expense, and whose schools, in consequence, are paragons of neatness and efficiency; but the practice is not universal, and I regret to state that in a few cases the condition of the school buildings and the inefficiency of the work done, bespeak unaccountable neglect.

Five pupil-teachers and a large staff of monitors are employed in the circuit, the latter mainly in the Convent Schools. Their instruction is duly attended to, and they succeed very fairly at their periodic examinations. I must draw attention to two circumstances in the training of monitors employed in Convent Schools, which I have had to point out as unsatisfactory on several occasions, viz., (1) the monitors are engaged exclusively in the infant departments, thus never getting the experience, to which they are entitled, of teaching in the higher division of the school; and (2) they are frequently entrusted with the teaching of Object-lessons and Kindergarten without due training, and without any appreciation of the principles and purpose that underlie and direct the teaching of these important branches.

Monitors, &c

There were 52 Evening Schools in operation in the circuit on the 31st December, 1902. Of these, 28 are located in District 41, 11 in District 44, and 13 in District 47. I have not been able to compile statistics respecting the last group, but the average attendance at the 39 schools in Districts 41 and 44 during the months they were in operation in 1902 was 1,254;

Evening
Schools.

Mr. HEADEN. and the number on rolls on the 31st December, 1902, was 2,108. Of this number, 8·2 per cent. were under fifteen years of age, 47·2 per cent. were between fifteen and twenty, 36 per cent. between twenty and thirty, 6·7 per cent. between thirty and forty, and 1·1 per cent. above forty years of age. Reading, Writing, Arithmetic, English Composition, Book-keeping, Mensuration, Land Surveying, and Irish are the subjects taught, and I feel bound to report that these schools are doing useful work, and are deserving of encouragement and support. They are regularly visited by the managers, and the school-rooms are comfortably heated and lighted.

Extras.

The following table shows the extent to which extras were taught in the day schools of this circuit during the year 1902:—

Mathematics	in 24 Schools	to 316 pupils
Irish	" 35 "	" 1,348 "
Instrumental Music	" 19 "	" 175 "
French	" 3 "	" 13 "
Latin	" 5 "	" 22 "

I feel much pleasure in stating, in conclusion, that Carfale and Blake Premiums were awarded, last year, to three schools of this circuit—Borris M., Kilbeggan M., and Clinstown F.

I have the honour to be, Gentlemen,

Your obedient servant,

W. P. HEADEN.

The Secretaries,
National Education Office,
Dublin.

General Report on Castlebar Circuit.

WESTPORT,

January, 1903.

GENTLEMEN,

Mr.
M'CLINTOCK,
Description
of Circuit.

I beg to submit the following General Report on Castlebar circuit for 1902:—

The circuit occupies nearly the whole of Co. Mayo, a strip along the north of Co. Galway, the north-west of Sligo, and a small portion of Roscommon. The south-eastern part consists of an extensive, well-populated plain, in which large tracts of moorland alternate with tillage and pasture. In the north-east the country is undulating and hilly, and supports an average population. The western side is very mountainous, difficult of access, and thinly inhabited, except along the sea coast.

Farming, grazing, and some fishing are practically the only industries. The farm holdings are small, the grazing tracts large, the people, for the most part, poor. Mr. M'Clinstock.

The general school accommodation is good. In a few schools it is more than is required. In twenty-four cases it is insufficient. In thirty cases the houses are unsuitable. The distribution of the schools accords well with the distribution of the population. School Accommodation.

The furniture is generally in fair condition; in some instances the number of blackboards and the press space provided are insufficient, and in several new desks are needed. In the ordinary rural schools there are, as a rule, no desks suited for the infants. The most of the houses are vested in trustees, and the majority of these have been built within recent years. The newer houses are in good repair; those erected at an earlier date show considerable deterioration, works of maintainance being largely neglected. Dampness of walls is a common defect. The cultivation of flowers in the windows or in plots in the playground is often met with, but there is still much evidence of lack of taste and neatness.

Sanitation is fair: a considerable number of the non-vested houses have no privies: the privies attached to many of the vested houses are so constructed as to be difficult to clean: and teachers frequently state that they find it difficult to procure a person to perform the disagreeable task. The seats are, in nearly every case, quite too high for the younger children, and the urinal drains are frequently choked. Too little regard is paid to systematic ventilation. Bog is plentiful and the supply of turf usually good. It is noticed, however, that the fire is seldom lighted early enough in the morning, and is frequently allowed to die too early in the afternoon. Sanitation and heating.

The teachers are, on the whole, well fitted for their office. They are intelligent, fairly industrious, and, in many cases, highly efficient. They have shown the utmost zeal in attending the classes held by the organisers in the new subjects. Almost without exception they introduced two or three of these subjects shortly after the publication of the Revised Programme, and before they had received any special training in them. Very few of the schools are fully equipped for this work, and the teachers in the meanwhile have, I understand, gone to considerable expense in this matter. I regret, however, that want of systematic preparation for work from day to day continues too common. The teacher can rarely show suggestive notings, which would indicate the object he aims at in giving a lesson, and the plan he has adopted to secure it. The form of Progress Record published by the Commissioners is being largely introduced. Teachers.

The attendance shows little change compared with 1901; in the west and south-east of the circuit it has had a slightly upward tendency—in the north-east it has fallen somewhat. Some of the better class of schools show an increase; those in which the teachers have not been able to imbue the senior- Attendance.

Mr.
M'CLEINTOCK.

standards with the spirit of the New Programme show no improvement. It is asserted that the abrogation of the rule requiring 100 attendances as a condition of admission to the annual examination militates against regularity. Emigration and, still more, the yearly migration of labourers, male and female, down to boys and girls of thirteen and fourteen years of age, are important factors in keeping the average low. Field-work in the spring and autumn, turf-making in summer, herding cattle nearly the whole year round, particularly in the mountain districts, poverty, and, in sparsely inhabited localities, want of easy access to the school, contribute to the same effect. Apathy of parents is also alleged, but I believe the parents are not wholly apathetic, for the appointment of a good teacher to an inefficient school almost invariably increases the attendance. I may add that a clean, well-arranged room, and an early fire in the winter season, proves very attractive to the children.

When the schools are near the children attend at an early age—three to five years; when the schools are at a considerable distance they frequently do not come till they are six, seven, or eight. The boys usually leave school at eleven to thirteen years of age, the girls somewhat later. Mr. MacMillan, District Inspector, makes the following interesting statement regarding the schools under his inspection:—

"In 1899 (the full figures for which are not in my possession), there were examined in 92 schools 5,777 pupils, who had all made 100 or more attendances, being an average of 62·7 pupils. From February, 1900, to January, 1901, I examined in 124 schools 7,447 pupils, being an average of 60 pupils. During 1902, in 137 schools I examined 8,660 pupils, being an average of 63·1 to each school, a number almost the same, though all pupils on rolls could be examined, as in 1899, when only those having made 100 or more days could be examined. Again, in 1900, 20·6 per cent. of the pupils examined were in Standards V. and VI., and in 1902 only 16·6, and while in 1899 scarcely 20 per cent. of the schools had no Sixth Standard, the proportion in 1902 was nearly 28 per cent."

Proficiency

The general proficiency in Reading and Spelling may be described as very fair. Increased attention to Explanation is still required; faulty grouping of words and a monotonous tone are often met. The senior standards are not likely to acquire due expression till more care is given to style in the junior. Little progress has yet been made in the Geographical and Historical Readers, and the maps have not been referred to nearly so much as they should.

Writing is usually well taught.

Grammar is backward.

Composition continues to show signs of improvement, but is still weak in many schools. The teaching is much at fault. Systematic treatment is rarely given, the blackboard is hardly ever used, and the pupils' exercises show the same themes repeated again and again, often with only partial check and correction of errors.

Arithmetic is far from satisfactory. The proficiency of the junior standards is fair; of the senior, tolerable, or worse. The

time for this subject has been reduced, owing to the introduction of new subjects, and the teachers have not yet, as a rule, treated it with due intelligence. Sufficient use is not made of the blackboard for purposes of demonstration and explanation of processes; at floor lessons, the teacher confines himself too much to dictating questions and checking the answers; at the desk lessons, the pupils—sometimes three or four looking on the same book—are left to themselves with a hasty glance from the teacher at the close. Problems, presented to the pupils in such a way as to require thought, produce, in most schools, absurd results. Notation, Numeration, Mental Calculation, and the practical parts of the programme, require increased attention. Weighing and the Measuring of liquids are usually omitted.

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Useful instruction is being given in Needlework. Little very fine work is being done, but the points are being taught which will be of practical value to the pupils.

Singing has now been introduced to fully half the schools in the circuit. In some cases the effort has been very limited—a few songs by ear and the chord of *Doh*; in many instances good progress has been made. Drawing, Physical Drill, and Objects Lessons have been taken up almost universally. Kindergarten and Manual Instruction are seldom, and Cookery never, met with outside the Convent schools. Roughly speaking, the new subjects were introduced between two and three years ago. In 1901 the Inspectors, anxious to encourage, and wishing to show the greatest leniency towards teachers who had received no special training, gave credit rather for what had been attempted than for what had been actually done. In 1902 the progress made has, on the whole, been rather disappointing. Some good work has been done, but many teachers appear to entertain the idea that a low standard suffices to obtain at least a fair report. The want of proper apparatus has, in nearly every instance, prevented the few teachers trained in Elementary Science from introducing this subject fully into their schools. Object Lessons form the chief part of the course attempted. Some teachers are able to make them interesting and instructive; in the hands of others they are quite too trivial, or fail to secure the intelligent attention of the class. Many teachers do not take the trouble to make due preparation for the lesson, and attempt it without notes, object, or even a picture of the object. The chief defect observed in Physical Drill is lack of perfect simultaneity of movement. This subject, so far as taught, combined with school discipline, is usually good.

As to the general effect of the new subjects and new methods, I am of opinion that the children show increased smartness in Reading and Composition, and that their discipline and carriage give evidence of improvement. The programme gives ample opportunity for cultivating the intelligence of the pupils, but they will not be able to reap these advantages fully till the teachers apply themselves more earnestly to develop the

New Subjects

Mr. McCLINTOCK. reasoning powers rather than impart information, inculcate reliance on rules and formulæ, and appeal so constantly for the exercise of the memory.

Organization. The arrangements of the time-table are still based on the bipartite or tripartite plan, according to the strength of the teaching staff; and upon this the grouping system has now been grafted pretty extensively. For singing the pupils are usually divided into two or three groups, for Object Lessons into one or two, for Drill into two. For Historical and Geographical Reading, Standards III. and IV. naturally form one group; Standards V. and VI., another. The same grouping is often carried out at lessons on Grammar, Composition, Word-building, and the principles of Arithmetic; sometimes at Reading and Spelling. A defect occasionally noticed in connection with this matter in schools with more than one teacher is—the division of work among the staff does not correspond with the grouping described above, hence the best system of grouping cannot be carried out.

Monitors. The answering of the monitors, up to fourth year inclusive, was generally good. Very few cases of culpable neglect were found. The manner, however, in which the practical tests were performed leaves much room for improvement. The teachers are not at all so careful to train their monitors to teach as they are to see that they get their lessons well.

Managers. There are no pupil-teachers in this circuit. The managers are, with a few exceptions, clergymen. In some localities they visit their schools once a month as a rule. In extensive, thinly inhabited parishes, schools are often a long way from manager's residence. In such cases the manager may not visit so frequently, but the local curate does. In many instances they visit much more often than once a month. If they are present at the time for Religious Instruction, they may take part in the work; if at another time, they may listen to a lesson or examine a standard, and enquire after pupils who are absent.

Local Interest. Very little local interest is taken in the schools. In a few cases the patron or manager gives annual prizes, and a few receive occasional visits from ladies resident in the neighbourhood. Conversation with managers leaves the impression that many parents feel no anxiety as to the attendance of their children. Teachers often complain that pupils are allowed to absent themselves, or are kept at home for trivial reasons, and that it is very difficult, sometimes impossible, to induce the parents to purchase the necessary books, &c.

Optional or Extra Branches. Mathematics and Instrumental Music were taught in several schools, and French in one, with fair results. Irish is the only other extra subject attempted. It is being taken up extensively, chiefly at the instance of the managers. The papers worked at the examinations were forwarded in most cases to the Education Office.

Evening Schools. A few evening schools were in operation in the early months of the year. The number of illiterates in attendance

was very small. The pupils were mainly boys and girls who had left the day school some years before, after reaching at least the third class. During the last three months of the year a large number of applications for aid was made, and at the end of December there were about ninety of these schools in operation. Many of them have been started for the purpose of having Irish taught. The other subjects of instruction are Reading and Spelling, Writing (including Composition), Arithmetic, and, in a few cases, Mensuration and Bookkeeping. Those in operation last winter showed fair proficiency.

Managers occasionally interfere in settling the division of work among the school staff; in many cases they have directed the introduction of Irish, and in two instances they have held lengthened examinations. Beyond this the Inspectors are not aware of any cases in which the managers have availed themselves of the largely increased power of initiative given under the Revised Programme and Notes, in regard to school organisation, preparation of suitable programmes within the limits of the curriculum, the holding of test examinations of pupils, &c. Only a few modified programmes have yet been submitted. They appear to be the work of the teachers.

It has already been stated that the managers or their curates visit the schools frequently, when they hear a lesson, examine a standard, enquire after absent pupils, &c. Their visits would be much more effective if they referred to the Inspector's Observation Book, and saw that the suggestions left there were carried out, paid more attention to the cleanliness and neatness of the rooms, and insisted on the teachers inculcating habits of greater diligence on the part of the pupils.

Under this head Mr. O'Reilly makes the following remarks, which hold good generally :—

"The clerical managers, however, seem so much in touch with their parishioners, and everything regarding them, that I believe they are as fully conversant with the state of all their schools, and the character and actions of all their teachers, as if they visited and superintended both personally much more frequently than is actually the case. It must be remembered also that the curates visit the schools as often as the managers. On different occasions, when conversing with managers in reference to their schools, I have obtained very valuable information from them which I know they did not possess from direct personal superintendence."

Managers—how far have they availed themselves of increased powers.

Managers—how far superintendence of schools and teaching staffs looked after

I am, Gentlemen,

Your obedient Servant,

W. J. M'CLINTOCK.

The Secretaries,

Education Office.

BALLYMENA,

January, 1903.

GENTLEMEN,

Dr. BRATTY.

Description
of Circuit.

In accordance with your instructions of the 11th of November last, I have the honour to submit a General Report on the schools of the Ballymena Circuit, inspected within the year 1902. This circuit has hitherto embraced the greater part of the County Antrim, together with the south-eastern projection of the County Londonderry, and is most briefly and accurately described as the area of which Coleraine and Larne, Fair Head and Draperstown are the diagonal points. Agriculture is, of course, the staple industry, although neither the climate nor the soil can be said to be propitious. There is, however, a considerable factory population in the towns of Ballymena, Coleraine, and Larne, and in the country between Antrim and Larne. In the village of Cushendall, a lady has started a local industry in the form of toy-making—an example worthy of imitation elsewhere. In addition to some workmen, this industry gives employment for the leisure time of children, who are found to be fairly expert, and will, no doubt, be much more so, when the Revised Programme has produced its full fruit of dexterity and intelligence.

During the past year, Mr. Heron has been in charge of the sub-centre at Coleraine; Mr. Wyse in charge of the Magherafelt section, and Mr. Gloster of the Maghera section; while I have had the eastern section, from Torr Head to Larne. It is only of this last-named section that I can, as a rule, speak from detailed experience; although I shall refer from time to time to the information with regard to the other sections which my colleagues have so freely placed at my disposal: for which, as well as for their kind co-operation during the year, I wish hereby to tender them my cordial thanks.

School-
houses.

The schools in the circuit number 454.—On the whole the school-houses must be ranked below the moderate standard of suitability and commodiousness, which prevails throughout Ireland generally. There are perhaps worse schools elsewhere than the worst here, but there is a depressing uniformity of the barely mediocre. In most other localities, there are a few schools which seem to have been built *con amore*, in the building and equipment of which somebody appears to have taken a pride. Here such schools appear to be very rare indeed. When you have said that the houses are staunch and solid, you have said almost all you can for the most satisfactory of them, except, indeed, that they have not cost anything to the Treasury—they are non-vested. As I have in a previous report explained, the restrictions on the use of vested schools produce a disinclination to resort to Government aid. There is also a certain amount of local pride in the possession of a school-house. But as this pride is strong only to keep and not

to make worth the keeping, and is a clear instance of, *Propter Dr. BRATTY.*
vilem vivendi perdere causas, it does not deserve much sympathy.

As to space accommodation, there are about twenty in the circuit which do not provide even the minimum of eight square feet for each child in average attendance, and the number which would fall short of providing that space for the maximum attendance would be very much larger. A still very much larger number are deficient in cubic accommodation, as the ceilings are, as a rule, very much too low. The low ceilings are, of course, accompanied by low windows and, consequently, by badly distributed light and imperfect ventilation. On the whole, I think the windows are the weakest feature in the houses; but it must be admitted that the means of ventilation, imperfect as they are, are not always utilised by the teachers with judgment. Many fail to distinguish between fresh air and a draught, and accordingly windows are frequently opened on opposite sides at the same time.

Accommodation.

The houses are usually fairly clean and neat, but praise of this kind cannot be extended to the playgrounds (where there are such), which are generally left very much in a state of nature. They are hardly ever utilised for, or beautified with, flower beds. The plan of having a few beds of flowers or ordinary plants, around the school-house, and kept in order by the children under the teacher's supervision, is the only one, lengthening experience convinces me, by which the ordinary country child can be trained not merely in a systematic knowledge of plant life, and therefore of agricultural processes, but also in a taste for, and interest in, his future work. Apart from its refining effect, this work would furnish a pleasant and healthy occupation for the play-hour, which is often only another name for a chilly lounge around the school-door.

Playgrounds

This matter of the playgrounds is one in which managers might naturally and easily have exerted a powerful influence. As a rule, they have grounds and gardens of their own, and have had experience how they can be beautified. Naturally they should desire their schools to be tidy and comely. Yet on the many occasions on which I have mentioned this matter to managers, my suggestions have been met with very tepid interest or with numerous objections. As far as I am aware, managers have done absolutely nothing to encourage teachers in this direction. And yet it is strange that purely utilitarian corporations, such as railway companies, take the trouble to classify and reward their stationmasters for the neatness and taste of their stations; while managers of schools do not recognise, or at least give proof of recognising, the importance of keeping similar examples before the eyes of school children committed to their supervision.

The out-office accommodation is generally unsatisfactory. There are twelve schools still in this circuit unprovided with any, and in a very large number of schools the out-offices adjoin the building, owing usually to the absence of playgrounds.

Out-offices

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A recent outbreak of diphtheria has been traced by the medical officer of the district to the cesspool of a school. The manager in this case, I believe, disputes this opinion; but there can be little doubt that the proximity of offices to the school house, even where it does not actually produce disease, serves as a predisposing cause by sapping the vitality of both teachers and children.

Heating.

In one respect, the schools are lavishly supplied, that is, in the size of the grates and chimneys; and, considering the ineffectiveness for their purpose of these huge orifices, the heating in the section which I have inspected appears to be fairly well attended to. No doubt the teacher would be very glad to heat the room (if for nothing else, for his own comfort) if he were supplied with plenty of fuel. Managers (with few exceptions) provide none. The parents, who can afford it, give a load of turf (if turf be the fuel used), or contribute for the purchase of coal; but the teacher has to make good any deficiency, and that is often considerable.

The supply of maps is fairly satisfactory; but more blackboards are needed. The blackboard and the chalk have now taken the place of the cane as the characteristic weapons of the schoolmaster, and the more of them there are the better. But frequently there is only one blackboard, which greatly increases the teacher's labour, and hampers the work, as headlines, sums, &c., cannot be written out at the start of the day and kept in readiness. I found two schools lately without an easel, but this deficiency is exceptional.

Music is, I think, the subject which is here worst provided with apparatus. Very many schools have no charts at all, and hardly any have a full set. This deficiency is, however, being supplied in a good many cases.

It is a painful duty for an Inspector to exert pressure with regard to the provision of apparatus, knowing as he does that the expense in almost all cases will fall wholly or mainly on the unfortunate teacher. Quite recently a teacher informed me that she had provided the table, the fire-screen, the maps, and even the desks—in fact everything except the walls and the roof of the school-room.

I have not yet examined any school which had received a grant of Elementary Science apparatus; and I have not seen apparatus for Hand-and-Eye work in many. Some schools are apparently sending in applications for equipments now, but it does not seem as if these applications represent anything like the number of teachers who attended the course of training in Hand-and-Eye work in Ballymena. One teacher, who had been trained but had not introduced the subject, explained that he thought this branch had been abandoned by the Board. The manager of this same school told me that he did not "think much of the New Programme." Whether there is any connection between the two statements, I cannot say. But it will probably be necessary to make sure that every teacher,

who has had the privilege of training, utilises the knowledge which he has gained. Dr. BRATT.

I regret to say that very few schools have libraries or museums. I know of only six libraries, and the number of schools possessing any collection of books can hardly be reckoned at more than 2 per cent. of the total. In France, 70 per cent. have libraries, and the books in the school libraries number six millions. School Libraries.

Of these six schools, one has only a handful, another has a good collection of several hundreds, originally intended for the locality, but stored in the school-room and available for the use of the school children. When I say that this farmers' library contains an apparently complete set of the "English Men of Letters" series in its original red binding, and that the other books are of the same fine literary flavour, it will not seem strange that they are mildewed and stained—but not by use. The third library was obtained from the Agricultural and Technical Department. Considering that this Department seems to supply £3's worth of books gratis, provided a committee be constituted to take charge of them, it is strange that more applications have not been made to it. Many of the books are above the heads of the children, but some would be useful. As teachers find a difficulty in procuring materials for Object Lessons, it may be worth mentioning that the teacher of this same school had obtained gratis collections of articles, some of them in glass cases, from nine different firms, as well as a good many books in connection with the different articles—which ranged from glass to glycerine and from rope to coffee-beans. The only school library which, so far as I know, was started systematically was at Cogry Mills, N.S. Here the teachers and five of the scholars act as a committee, and the children pay a penny a week for the use of the books. The books were obtained partly from the Agricultural and Technical Department, and partly under Messrs. Blackie's School Library Scheme. The manager of the school (a layman) has shown his interest in the work by presenting a press, and by commending it to the parents in an address at a school gathering. The teacher finds that in consequence "the general knowledge of the pupils is increased and their vocabulary is enlarged." He also thinks that the library (as well as the savings bank, which has been started in the same school) has had a good effect, not merely on the children, but on their elders as well.

I have met only one school museum in my section. By way of comparison, I may remark that France has 14,000. This school museum consists of shells, fossils, specimens of metals, and a good many foreign coins (it is a sea-faring place)—all collected, as a rule, by the pupils themselves. No payment is made for any object. The only reward is that the specimens should be set in the case, with the name of the giver. The glass-case cost about four shillings. It has been said that "The great advantage of a school museum is not in having it, but in School Museum.

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making it"; and that principle appears to have been observed in this case. I am not so sure about the observance of another principle: that the museum is "the indispensable auxiliary of the real object lesson," and that "the museum must be appropriate to the teaching."

Of course, such things as libraries and museums call especially for the encouragement and help of the manager. In the one case mentioned above, where a library was successful, the manager had taken a personal interest in the matter. It is the only instance in which I have heard that a manager had done so; and therefore the absence of libraries and museums is not to be wondered at. In one case, in which I discussed the matter with a manager, the subject was apparently regarded as of a rather jocular character.

Furniture and Repairs.

In a large number of schools, Manual work or Elementary Science will be carried on under great difficulties, owing to the character of the desks, which are often either rickety or too steeply sloped or hacked and rough—or all three at once. Where they are only hacked, they can be greatly improved by planing, if they are thick enough to afford it. Many of them, however, are fit only for firewood. But the provision of new furniture and the necessary repairs and renovations of the building are in many cases apparently hopeless under the present system of management. The doors are left unpainted, the walls without whitewash, the roofs broken. Quite recently I had to spend half an hour in convincing a manager that whitewash was desirable, although the walls, black and weather-stained, were before his eyes. On another occasion, in another locality, I had to spend a like amount of time in trying (without success) to convince a manager that a hole in the roof, nearly a foot square, through which the rain was streaming, called for some action on his part.

The defects in the school-houses as to ventilation, light, repair, as well as space, constitute one of the greatest impediments to progress in anything which can be regarded as practically useful training for the children. Children must be taught largely by objective example, and of all Object Lessons the house is the most obvious and the most permanent. It is of little use that the Reading lessons inculcate lessons of hygiene, cleanliness, and tidiness, when the school-house is a standing example of the contrary. There can be little doubt that the tastelessness and slovenliness of Irish industrial products must have been fostered by the dreary bareness of school surroundings. Twelve months ago, I was strongly impressed by the inviting appearance of a school, which the teacher had decorated with a charming collection of photographs and pictures. A few weeks since, I was surprised to find the walls in all their pristine nakedness. In reply to my enquiries, the manager informed me (with evident approval and satisfaction) that, on the late teacher's departure, the patron had cleared the walls.

However difficult it may be to find a remedy for defects in the school-houses, it is easy to discover one cause which has contributed very powerfully to aggravate them: that is, the multiplication of school-houses. The funds which might keep one house in repair are naturally enough insufficient for two or three. Mr. Purser, Chief Inspector, in his last report, referred to the glaring case of Magherafelt, a village in this circuit, which has eight schools for a population of 1,400; and in one respect Ballymena is nearly as bad. The population of the town is 11,000, and the average attendance for last year was 1,445. For this attendance, three composite schools, each with three departments, would be amply sufficient—each department having an attendance of about 160—and if these schools were placed at reasonable distances, very few children need walk more than 500 yards to reach their schools. As a matter of fact, however, there are seventeen schools in the town. There are the Model schools, in the teaching staff of which, I may mention, there are representatives of the R.C. and of the three principal Protestant creeds. Then there are the Guy's schools, managed jointly by E.C.'s and Presbyterians. These two groups of schools, one might imagine, would satisfy everybody. But, in addition, there are two schools under Presbyterian management, three under E.C., and no less than five under R.C. management. Thus the two latter creeds, in addition to their available share of the other schools, have no less than eight schools for the special benefit of an attendance of 350 children. The houses, as might be expected, are poor and in one case distinctly bad.

Lastly, there is the workhouse school, which could be easily got rid of, if the children were, in accordance with the dictates of humanity and commonsense, sent to the ordinary schools, after the system which has been introduced, for instance in Mullingar, and recently so strongly advocated by Dr. Gaffney, the Bishop of Meath. The Larne Workhouse School, I may mention, is so small as to be irregular in its action. Some years it has children for examination, and some years none.

It is quite plain that the funds spent on the provision of these sixteen schools, if lumped together, would have sufficed for the erection of much better buildings. This is quite apart from the serious loss of public money in the administration and organisation of these little schools, and apart from the most serious loss of all involved in their tendency to foster the spirit of sectarianism among the children, who are thus led to regard themselves not as Irishmen or Irish women, but as members of some particular denomination. As to the teachers, there is another serious loss: in the fact that so many must go straight from training to the principalship of some tiny school. If large schools were the rule, as they might easily be in towns, teachers would much more frequently undergo some period of training as assistants before appointment to principalships.

An important point to be borne in mind with reference to these multiplied schools is that seemingly the parents do not

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Multiplication
of school-
houses.

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want them. Protestants, at least, do not confine themselves to the schools under the management of their respective clergymen; and I have known some schools, where only a mere fraction of the pupils belonged to the congregation or even creed of the manager. Even within the last couple of months, a manager, in dismissing a teacher, based his action largely on the fact that the elder boys left for other schools in the place, all of which are under management of a different creed. It is, therefore, pretty plain that parents are not specially interested in the matter, and, as it can hardly be supposed that teachers are any more so, the onus of these multiplied schools must fall on the managers of different creeds. Nor can the multiplication be attributed always to the exigencies of religious instruction. For instance, in Larne, four of the schools have no religious instruction, and at Cairncastle, which, although it is not even a hamlet but simply half-a-dozen houses, has two schools within fifty yards of one another, there is no religious instruction in one of them.

Protestant children, as a rule, do not attend schools under R.C. management, but I have recently come upon a case, which shows that this rule is not invariable, and at the same time illustrates in a glaring way the multiplication problem. Three and a half miles from Ballymena is the village of Broughshane, with a population of 575 inhabitants. Two schools might fairly be considered ample for this number of inhabitants. There are actually four. One of these, under R.C. management, has a very small attendance, has had a very unsatisfactory record, and is held in an admittedly very poor house. Therefore the existence of this school might be reasonably attributed to denominational requirements. But, astonishing to relate, this school is in attendance as undenominational as it could be. For half the pupils are Protestants and half are R.C.; and the Protestants themselves are divided between E.C.'s and Presbyterians. This clearly is a case where, to all appearance, the parents have no desire for denominational education.

The same system of multiplication prevails throughout Carnlough, for instance, with less than 600 people, has five schools. But the most extraordinary case which I have met (unique, it is to be hoped) is that of Clough N.S. and Dunaghy Parochial N.S., which, both under Protestant management, stand precisely facing one another, on opposite sides of the road. In this case, the united averages (for 1901—the last available) would amount to only 92·3. Therefore the united attendances could be taught by one principal and one assistant; while, under present arrangements, two principals and one assistant are employed. Thus the salary of one principal, together with the various expenses of administration of an additional school, are a dead loss to the Board's revenues.

Teachers.

The teachers in the eastern section of this circuit appear to be divisible into two groups. In the southern portion, and especially around Larne, they seem to have many of the char-

acteristics which I have found in the teachers of Belfast—progressiveness, briskness, and intelligence. In the northern portion, they have not impressed me so favourably. The latter are diligent, but apparently wanting in initiative and spontaneity. It is rarely that one finds much enthusiasm, many new expedients, or indeed much eagerness to take up the new subjects. There is a certain monotony about the schools. It is not often that one is inclined to take up one's note-book and say "that is a good hint, that is something new." This is really a more serious defect in school-keeping than want of evenness in the teaching. Of course, under the results system, it was no defect at all, and nothing shows more clearly the injury wrought by that system than the fact that the more conscientious, the more systematic a teacher was, the more his teaching tended to lose life and stimulus. But under a freer and more elastic system—in other words an educational system such as the teachers now enjoy—interest and stimulus become the main factors in the training of the children. The important point is not what is taught, but how it is taught. One teacher may handle Object Lessons in such a way as to be an opiate instead of a stimulus, while another may make mechanical work like Writing the vehicle of stimulating training. Thus the dead level of mechanical impartiality in the school teaching is one of the least productive of all systems. However, the spell of the results system is losing its force, and teachers are beginning to realise that they have much freedom, if they will only use it. They seem, however, to have a difficulty in realising this. They have not read enough to give breadth to their ideas; they know little of the general principles of education or of the various ways in which various communities have given practical shape to those principles. Managers cannot advise them, for they know as little of educational principles, and much less of educational practice, than they do themselves. Inspectors can rarely visit and, when they do, have work cut out for every minute of their stay. Teachers endeavour, as a rule, to make themselves verbally acquainted with the instructions of the Revised Programme, but even here preconceived ideas, many of them the product of the results era, blind them to the plain meaning of the instructions. For instance, within the last few weeks, a teacher told me that the children in her school did not require Drill, as they had so much exercise about the fields, oblivious of the fact that Drill is not merely systematised exercise, but is also a training in order, attention, and obedience. Drill is treated as one subject and discipline as another subject, and the two as being quite disconnected. Lately, I was in a school where the marching was excellent and the Drill good, while the discipline was hopelessly bad. In this same school, infants were trained to perform the feat of changing step on the march. If a teacher could thoroughly realise that the purpose in sending a child to school is not to have it taught tricks of various kinds, called subjects, but to have it trained in good habits mental, moral,

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and physical, he could not make mistakes like this. A parallel error is observable in the introduction of paper work. Instead of starting from the simplest forms and gradually training the children to read the blackboard, the children are plunged into elaborate folds, which they can read only by rote. If the teachers could only realise that their duty is not to teach the children to juggle with bits of paper, but to train them to read with accuracy external objects and to reproduce their reading with their fingers, they would not err in this way. Ages of book-teaching have shown the teachers how to graduate the lessons in the Reading Primer, and they would think it supremely ridiculous to set the two-letter child to read a word of four syllables; but they do not recognise the equal absurdity of setting a beginner to decipher the most elaborate patterns on the blackboard. Years and traditions of book and memory work have so warped their notions that it is hard for them to realise that paper or wire or brick or cardboard or clay, or whatever the material used may be, is only the medium, not the end; and that the end is the child's accuracy of vision, quickness of intelligence, and deftness of finger.

Attendance at
Organisers'
Classes.

So far as attendance at the organisers' classes in Singing and Manual work is concerned, the teachers did their part. In one case a teacher of advanced years (and certainly not a specially active one) attended a night class, although he lives seven miles from the centre. Another teacher, of equally advanced years, went a railway journey of two hours to and from his class. Two candidate Manual Instructresses came from distances of twenty miles. Some of the older teachers, who cannot or will not adapt themselves to the altered requirements, are retiring on pension—which is often smaller than they might obtain by some further years of service. This is a matter for regret. At the same time, in a vital matter like education, sympathy may be at times misplaced. The evil done by an incompetent or negligent teacher is not, as in many other cases, a definite quantity. It is really and literally unlimited. If an employé in a business firm, for instance, is incompetent or negligent, the merchant may lose his customers or his profits. They pass to someone else, but the community at large does not suffer. But if a teacher fails to train children in good habits and in intelligent use of their powers, he affects, at the most impressionable time of life, hundreds of children, each of whom will probably be the parent of several children. So that it is hardly an exaggeration to say that the training given by a teacher may affect whole generations and whole districts. For instance, it can scarcely be doubted that a teacher who has insisted on cleanliness during five hours a day for the six or seven years of school life has stamped a durable habit, which can hardly be eradicated, and which will be an example to the children of those children.

Syllabus.

I regret to say that very few teachers have yet introduced a systematic syllabus of work or a record of the progress made during the year. In some cases they state that the programme

is their syllabus in the subjects attempted. This is not often literally the case; for instance, the Arithmetic programme is rarely taught quite completely. At any rate, a record of the work actually covered is indispensable for systematic teaching. I am inclined to think that a comparison between the work proposed and the work accomplished would be much facilitated, if these were entered on pages facing one another. In a few cases I have found records of periodical examinations held by the teacher, with his criticisms on the progress made. These criticisms did not err on the side of leniency, quite the opposite; and one of them wound up with an expression of opinion which might with advantage be commended to the serious attention of all School Attendance Committees: "If the attendance does not improve during the coming year, the teachers may go into the lunatic asylum." Before passing from the merits of the teaching body, I should wish to point out the serious disadvantage under which our teachers labour by the want of anything in the nature of a teacher's library. Modern education is largely an experimental science, and the world is flooded with descriptions of these experiments, many of them both interesting and stimulating. To an isolated teacher, such literature affords the only avenue of escape from stagnation and routine. But few teachers know of these publications or could afford to buy them. Twenty libraries in the twenty largest towns of the country, each with 500 volumes, would place a fair proportion of the teachers within reach of this knowledge. The total of 10,000 volumes is not extravagant, being just the one-hundredth part of the million books which are contained in the teachers' libraries of France. That there is a growing desire for such literature seems to be the reasonable conclusion to be drawn from the greater thoughtfulness, breadth of view, and technical knowledge, perceptible during the last year or two in the educational publications, which circulate among National teachers, owing no doubt largely to the stimulating effect of the Revised Programme.

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Teachers'
Library.

It is much to be regretted that the system of dual school attendance has not been more widely adopted. In this circuit, except in some of the Ballymena schools, in two schools in the village of Ballyclare and in one at Randalstown, it does not appear to exist. There can be little doubt that in town schools (especially where, as in this country, they are crowded and badly constructed) the recess in the middle of the day is beneficial. To teachers, however, it is less convenient than the older system. Like most other people, teachers, I think, prefer (unwisely in this case for their own health) to have their work over and done with as early as possible; and some of them live at a distance from the scene of their work. If our schools were under the control of a public body, this matter would not be left to the private convenience and taste of the teacher; it would be settled in the way most beneficial for the children. At present, however, there is no concerted action among the various managers of schools in any particular place; probably

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they are barely, if even so much, on speaking terms with one another, and often practically ignore the existence of one another's schools. Consequently, the managers not having discussed the matter, as one involving the broad interests of the child community, nor having any collective opinion at their back, follow the line of least resistance, of the *status quo*.

Compulsory Attendance.

The whole of this circuit is now subject to compulsory attendance, the Magherafelt Council having fallen into line with the rest. Compulsory attendance has hitherto produced a good deal of disappointment in the minds of those who forgot that it is not the passing of an Act of Parliament, but its administration that really tells. It was found, after the first excitement and terror of the new procedure had subsided, that it had reduced the number on rolls, and that its effect on the attendance of children outside the age-limits of compulsion was actually deleterious. On the other hand, it has steadied the attendance in the main body of the school, it has raised the average attendance as a whole, and it has clearly raised the proportion of average attendance to average on rolls. In Coleraine, for instance, the proportion before compulsion was 65; it is now above 71. In any case, it is a great advance that the principle of compulsion has been established; not because it is compulsion (which is a regrettable necessity), but because its adoption is an acknowledgment that school attendance is a duty. For, as a French educationist has pointed out, the effect of compulsion is not purely penal; it is to a great extent moral, "infusing into the public conscience the idea of a new duty." The adoption of compulsion is the practical recognition of the existence of this duty, however imperfectly its behests are yet obeyed. How imperfectly, may be inferred from the following facts. In one of the last schools I have examined, I found that in the Fourth Standard there were seven pupils. Five of them had made considerably less than 100 attendances during the year; two of them between 60 and 70; three of them between 70 and 80. In Third Standard, there were eight pupils. One of these had made 42 attendances, one 69, one 70, one 88. All the boys in Fourth Standard had been struck off the rolls during the summer, owing to long absence; and one of the girls in Fourth Standard was absent from the 18th April to the 8th of December.

These children are usually employed in herding cattle, which occupies them from 6 a.m. to 8 p.m., or, in the long days, to 10 p.m. In other places they are employed in tying corn, clearing corn, "dropping" potatoes, gathering potatoes, working in "the moss," or "bringing meat to the moss" (bringing dinner to the turf-cutters), &c., &c.—in fact, in anything and everything but going to school. As a child said in his composition: "In winter one has nothing to do, so one goes to school."

In another school, within the last few weeks, I found three children, aged respectively 12, 10, 8 years. The last-mentioned had never been at school till a few days before, and the elder

children had attended previously for only two weeks at another school. The child of twelve years was employed in writing "C-a-t." In another school in the same locality, I see from the Commissioners' Report of three years back that the average number of pupils on rolls was 82, and the average attendance 40—that, in fact, the children attended less than half the days on which the school was open.

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I read lately that a manager in a neighbouring county had said, in opposing the introduction of compulsion, that "it would be a libel on parents to say that they must keep their children at school." These figures prove conclusively at any rate that it is no libel to say that they do not do so.

These examples refer to a district which has only just now come under compulsion. But that there is great laxity, even where compulsion exists, is shown by the next example. In this school, three of the children had attended respectively 36, 51, 63 days during the year. I asked particularly whether in these cases there was any special reason for absence, and I was told that there was none.

It is a melancholy fact that the proportion of attendance to enrolment in Ireland (63·9) is still more than 4 per cent. lower than it was in England previous even to the Education Act of 1870.

Now that compulsion has been so widely introduced, the developments urgently required are—first, that its administration be made stricter, and secondly, that its area be extended so as to embrace the Sixth Standard. At the bottom of the school, legal compulsion can hardly be ever applied to children under six years of age. Therefore the pressure for them must be indirect. The schools should be made more attractive and, as far as possible, special schools for little children should be provided. This is not possible in country places, but in towns it is quite feasible. Unfortunately, this advantage is frequently sacrificed (indeed almost invariably) by dividing the children according to sex, into a boys' school and a girls' school, instead of into a senior school and a junior school, as is the case, for instance, with manifest advantage, in some Belfast schools. I have already pointed out in a previous report the advantages of this system, which, I may say, appears to be little known to managers. The only objection of any weight to this division, which previously existed, has now disappeared. As a rule it was found difficult to maintain the teaching of extra subjects and advanced Sixth Class teaching in these schools. But extra subjects are hardly taught now, and the provision of higher Primary schools will remove the necessity for this advanced teaching in ordinary schools. A few good higher Primary schools would be much required here, as an incentive to longer attendance at school, as children here complete their school life at much too early an age.

With regard to those who are still under compulsion, it is essential that much more stringent measures should be adopted. Excuses are accepted too readily by Committees,

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and even where the last stage of all is reached with a fine, this is so small that the parent can pay it (with a margin of profit) out of the value of his child's work. But that stage is not often reached, and the cheerily optimistic tone which appears often to prevail at the meetings of Committees is not justified by the facts. I read recently, with regard to a town where the history of school attendance has been by no means satisfactory, that the Attendance officer had no defaulters to report, and that the members expressed pleasure at the satisfactory manner in which he was discharging his duties. The connection in this case is not very obvious. The word "defaulter" needs a stricter definition, and the adoption of some suitable and systematic plan for notifying the names of defaulters is required. Where the Act is properly enforced, a list is returned each week of the children who have been absent for more than one day during the preceding week. It appears, however, that in a good many places, even towns, there are no rules as to what constitutes a defaulter, nor even any forms for the entry of their names. The Ballymena Rural District Committee began its work well and has issued regular forms for the names of absentees, but even here, I am told, unless a child has been absent more than a third of the previous month, the name is not entered. It thus follows that a child might be absent nearly a hundred days in the year without being reckoned a defaulter. It is all the more necessary that strict instructions should be issued to teachers in this matter, because their interests are not always identical with those of compulsion. They, of course, desire that the regular attenders should become more regular, but it is not for these children that compulsion is most urgently required. It is necessary especially for the waifs, the poor, neglected, uncontrolled children; and these children give trouble and little profit to the teachers, especially now, when a high standard of proficiency in the school is more advantageous than a small increase in the attendance. That such definite and clear instructions to teachers are not unnecessary is proved by the fact, which I mentioned in a previous report, that even in Belfast a teacher had for years made no returns at all of defaulters. Suggestions, however, on matters of this kind can take practical shape only by means of the co-operation and the united wisdom of School Attendance Committees. But Committees, like managers, have no bond of cohesion, and have neither the strength nor the vitality which comes from co-operation.

Epidemics.

Attendance is, of course, constantly hampered by the recurrence of epidemics. During the past year there have been outbreaks of scarlatina, measles, and diphtheria, but not, I believe to any extent beyond what may be anticipated in an average year. It need hardly be pointed out that overcrowded, unsanitary, and badly-ventilated school-houses, and the usually primitive and insufficient accommodation for hanging shawls and cloaks, supply a prolific breeding ground for the germs of many diseases. The establishment of a strict sani-

tary inspection of schools is a crying necessity. Perhaps I Dr. BRAFFY.
may venture to express respectful surprise that, while the
Board is assisted by a law adviser, it does not appear to have
professional advice on matters of this kind.

In connection with the question of attendance, compulsory Vacation.
or otherwise, an important factor for consideration is the length
and period of vacation. It is often urged with truth that
school children in the country cannot attend all the year round,
because they are required to help in farm work. Such a con-
summation is neither possible nor even perhaps wholly desir-
able. There is an educational value in the helping hand which
even a child can render to his family in the emergency of the
harvest. He acquires an interest in the country and in his
future employment, and he receives a lesson in the value of
social co-operation. Even in Germany, the paradise of school
attendance, allowance is made for the Kartoffel Ferien or
potato holidays. The eight days allowed, however, would not
go far with the children of our schools; and the important thing
to remember is that the amount of vacation usually given in
National schools, if properly distributed as to season, is ample
to provide for all farm requirements, and thus leave all the rest
of the year free for school attendance. But the astonishing
diversity as to both season and length of vacation raises doubts
as to whether proper judgment is exercised in their choice.

Recently the three successive schools which I examined had
been closed respectively for 56 days, 29 days, 24 days. One
school had been closed for 59 days; another for 20 days. The
latter teacher had taught for 39 days (or within one day of
eight weeks) more than the other. The divergence is, how-
ever, not merely in the amount, but also (in localities under
precisely the same conditions in all respects) in the periods at
which the vacation is given. In one village, two of the schools
close in July, the other in September. Of two schools within
half a mile of each other, one takes the first half of August and
the middle of April; the other takes the first half of June and
from the middle of October to the middle of November. One
group of schools takes the month of September, with a short
vacation at Easter and Christmas; the neighbouring group of
schools takes a fortnight at Easter, another fortnight at Christ-
mas, another fortnight in September—an arrangement which
appears to be made in perfect indifference to the convenience
of both teachers and pupils. But the most extraordinary
arrangement is in the village of Broughshane (to which I have
referred under another head), where the boys' and girls' schools
under the same roof and the same management close at dif-
ferent times—the boys' school closing when the girls' re-opens
—an arrangement which seems for several reasons objection-
able. As to the procedure in allotting vacations, there seems
to be also great variety. In some cases they are marked out
by the managers; in others the teacher seems to have an
almost free hand. Indeed, in this respect, as well in regard to
the dual attendance, compulsory attendance and school man-

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agement generally, there appears to be an utter lack of concerted action. There is no attempt to elaborate by general discussion the most suitable arrangement. It is probably no exaggeration to say that, if even now the managers, flinging aside their exclusiveness, were deliberately to combine with a view solely to the spread of education, they could in a decade wipe the illiterate off the face of Ireland.

Proficiency,
Reading.

It is doubtful whether the improvement in Reading, which the instructions of the Revised Programme and the introduction of more interesting Readers produced, is still in progress. Neither is there retrogression; the subject seems to be simply stationary, owing probably to the fact that the teachers' attention is largely diverted to the newer subjects. The absence of clear articulation is probably the greatest defect, and this is hardly likely to be removed till teachers recognise that the training in articulation must be continuous, not merely with reference to the Reading lesson, but with reference to every answer which the child utters. To the many Inspectors who for years have been preaching the necessity for clearness of speech it is interesting to find their doctrine supported, with all the emphasis which italics can give, by the Intermediate Board Inspectors, who say:—"We estimate that in the vast majority of schools results would be improved by at least one-third if the lessons were taken at the proper pace, and if the pupils were compelled to speak in such a way as to be audible to one another." The Board's Readers are now quite exceptional, and, whether it be regarded as cause or effect, I have now through experience come to regard their use as an unfavourable forecast of the style of reading. Geographical and Historical Readers are largely used, but in a half-hearted way; and it is rarely that a good knowledge of the substance is displayed. Maps are not systematically used in conjunction with them, nor with lessons in the Literary Readers also, as they ought to be. No attempt seems to be made to co-ordinate the Geographical with the Historical lessons in such a way as, for instance, to study Ireland in both sets and England in both sets at the same time. It has been well said that:—"History is written on the wind, unless Geography is made its basis"; and even in the National schools some attempts at co-ordination might be made. Writing and Spelling meet satisfactorily the examination tests, but the tradition of the old programme still influences the teaching, and it is to be feared that an excessive amount of time is spent over copperplate imitation and the spelling of polysyllables.

Grammar.

Grammar is undoubtedly infected with the old traditions, and time is wasted over parsing of the old mechanical character. Some teaching in Analysis is given, but by rule-of-thumb methods usually. Children can correct solecisms, when the error is given to them point-blank. But these same errors, when they occur in their own compositions, appear to them quite correct. Not long ago, I was examining a school, where there were twenty-four children in the senior standards.

As I was looking over the compositions written on that day by the children, I came across this sentence: "And then I done Arithmetic." I read it out several times to the children and asked them what was wrong. Only one child (and she after several efforts) could tell what was wrong: Dr. BEATTY.

I am afraid that many teachers still regard Grammar as an end in itself, and they will probably do so while Grammar remains a separate compartment of English. All that is of most value for National school children in Analysis can be taught as explanation of reading lessons, and all that is of most value in Syntax can be taught by the systematic correction of errors in written and oral exercises.

The retention of formal Grammar tends to make the teacher think that he is relieved from the systematic teaching of these practical applications of its rules.

Composition is stationary, and much of the teaching must be mere transcription of specimen letters. It is very difficult to induce children to describe what they have actually seen. For instance, when asked to tell about the cows at home, they give a description of the qualities of the cow in general. In this section, I have seen little trace of any attempt at organised and systematic teaching of Composition; although in another section I lately heard an extremely useful lesson on the subject. Composition.

Arithmetic is in some respects the least satisfactory subject. The junior standards are indeed carefully and (except as regards Weighing) completely taught, and in Sixth Standard (apart from Unitary method and Weighing) a fair knowledge is shown. But in Third, Fourth, and Fifth Standards there is little proof of proper teaching. In Third Standard, the teaching of Decimals is purely mechanical. The children are flung into Decimals of three or four places; no attempt is made to explain the Decimal point; no concrete illustration is used; and in fact the whole thing is guess work. In Fourth Standard, Addition of Money is worked with little accuracy, and here, as well as in Fifth Standard, the Writing of the numbers is so careless and disorderly that a correct answer is almost impossible. Shop-bills, also, in Fifth Standard, are worked very badly. In fact, I found it so hopeless to expect a correct answer to the calculation of "ten simple items," that I ceased giving more than five or six. Often the items are so crooked and clumsy as to be illegible. Arithmetic

Oral Arithmetic certainly has improved under the Revised Programme.

Manual Work has been so little taught hitherto in this section that I have not a basis on which to ground a comprehensive opinion. It is being introduced into a fair number of schools at present. Manual Instruction.

Drawing has been widely introduced within the past two years, but anything approaching the full programme is almost unheard of. Elementary Science I have not met in any school, nor Cookery. Drawing.

Dr. BRATTY.**Object Lessons.**

Object Lessons are tried in most schools, but are usually of a miscellaneous character, and, though fairly suitable for little children, are much too elementary for the senior pupils, to whom they are sometimes given. The lessons are rarely on any systematic plan and rarely in accordance with any of the schemes laid down in the Board's Circular.

Needlework.

Needlework is very fair—hardly good. If this subject is taught collectively, except to infants, or if demonstration samples are used, this has not come under my notice.

Singing.

Singing is in its infancy. An attempt is being made in most schools. In many there are but a few songs; in some a moderator; in some there are charts. But I do not remember to have found the full programme for all standards in any school. A distinct stimulus may be expected from the recent successful class in Ballymena.

Discipline.

Discipline is usually good, and Drill is often well taught; not quite completely, but accurately so far as the essentials go. It is in a great many cases given in the school-room, and the benefits accruing from it thus neutralised.

In one important respect, the Revised Programme has been especially beneficial, that is, in occasioning the more frequent use of the blackboard. This is largely due to the necessities of Manual Work and the Revised Programme in Drawing; but teachers are now recognising its usefulness in other subjects also.

Revised Programme.

In the cultivation of general intelligence, the Revised Programme must now be admitted to have begun to bear its fruit. To this an observant manager recently bore emphatic testimony. He stated, and the statement was rendered more emphatic by the deliberate manner in which it was made, that he found a distinct improvement in intelligence and readiness among the children since the introduction of the Revised Programme; that they were much handier at odd jobs, and that they carried themselves straighter and better. Another important point is this: there is now no over-pressure such as there was under the old programme and the old results system. I believe that as much work is done and more work of an effective kind, while the freedom of methods and the interesting character of the subjects remove from both teachers and pupils any necessity for over-pressure.

Organisation.

Little progress has yet been made in introducing the new system of organisation. Some subjects are indeed taught at present in small schools to all classes simultaneously: for instance, Singing, Drawing, Drill; but this is not so much with a view to an organised simplification of the work as because the children are just at present equally ignorant of the subjects, and are accordingly all learning the elements. Object Lessons also are not infrequently given to the entire school at once, which shows grouping carried to excess. The Object Lessons which would be within the range of an infant's capacity would certainly be useless as training for senior pupils. Occasionally, I find the Fifth and Sixth Standards using the same

Reader, but this is because the supply of Readers has run short, or is for some similar reason. Again, there is grouping in plenty with regard to Geographical or Historical Readers, for kindred reasons. What grouping there is seems to be haphazard and accidental, while organised grouping on a definite plan is as yet conspicuous by its absence. The teacher finds it easier to follow the old lines than to face the criticisms of parents in regard to the classification of their children. As against these, he has the Board's Revised Programme. But the Board is far away, and of the purport of their instructions he has often only a hazy conception.

In the many excellent unofficial suggestions which have been made on this subject, one important element has been apparently omitted—that is the parent. The parent sees facts very clearly, but he is not good at seeing the reasons for facts, and what strikes him forcibly is the fact that his child is working this year along with another child, while last year his child was a standard ahead. Of a complaint on this score I have even already had official cognisance. Here, it seems to me, it is only the manager who can step into the breach, and by submitting to the Board a modified programme, and by using his local influence to secure its acceptance by the parents, enable the teacher to carry out in security the necessary reorganisation. Three modified programmes have already been sanctioned in this circuit. I do not know how far these modifications may have gone, but three, although a beginning, are not much among 454 schools—many of them small, and therefore, probably, needing modifications.

The training of monitors and pupil-teachers is generally satisfactory. Teachers have now no pecuniary interest in their training, and the number of applications for their services is diminishing. As, in 1901, there were 896 monitors in their Fifth year, while in that year only 391 teachers finally left the service of the Board, it is plain that a large diminution is desirable. There can be little doubt that nothing has tended to lower the status and even the financial position of teachers more than the wholesale and, till recent regulations, practically indefinite multiplication of monitors. So far had this proceeded that teachers came to regard themselves as entitled to claim, and managers to regard themselves as entitled to "appoint" (as many of them called it) monitors, whenever the average attendance was sufficient, without regard to the qualifications of either teacher or candidate. Accordingly, the monitorship lost its prestige in the eyes of the pupils, while, owing to the overwhelming disproportion between candidates and vacancies, teachers were never in a position to make terms with managers as to local additions to their emoluments, relief from extraneous duties, provision of residences, &c. On purely educational grounds, also, a further diminution would be desirable, as well as a raising of the entrance age and the standard of qualification, and consequently a shortening of the period of service. Children of thirteen or fourteen are incap-

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able of imparting any instruction, except of the most mechanical kind, and are, therefore, just as likely to impede as to advance the intelligent training required by the Revised Programme, while under a reformed system of organisation in small schools they will be less necessary and less useful than ever. It is a startling thing, when realised, that a teacher who has gone through the full course of training—for five years as a monitor and for two years in a Training College—has had probably more responsibility laid upon him in the control of a class during the first three months of his monitorial course (at the age perhaps of thirteen) than he has had during the whole of his two years in a Training College (at the age of nineteen or twenty).

Managers.

The position of managers under the Revised Programme has undergone a considerable change. Under the rigid Results code, the machinery may be said to have worked, in a sense, automatically, as well as uniformly, throughout the country; while now managers have the power to adapt the training to the special local needs and the special aptitudes of the teacher. Thus a large initiative and a heavier responsibility now rest on the manager. The Commissioners, moreover, have asked managers to lend life and popularity to the routine of the school-room by holding examinations at which the parents might attend, and by distributing prizes not merely for proficiency, but also for good conduct and good attendance. I regret to say that, so far as my experience goes, managers have not responded to the call of these wider powers and responsibilities. As I have already mentioned, three modified programmes have been sanctioned in this circuit, and, in a few cases, I believe that prize-funds had previously existed and exist still. But, broadly speaking, the attitude and relation of managers to schools is the same as before. The responsibility of whatever change in organisation has been effected has fallen on the teacher. Nor is there any sign that things will be otherwise in the future. There is no proof that managers are endeavouring to enter into the spirit of the Revised Programme, or to understand its bearings. Apart from an occasional critical remark, they appear almost purposely to refrain from discussing its merits and possibilities. Nor is this altogether their fault. They are in fact called on to perform a function for which they have not the qualifications. In the first place, they have not the funds necessary for the expenses of effective and progressive management.

Secondly, they have not the knowledge of education, necessary for the modern developments of school training. In regard to questions, such as the value of Manual work, heuristic teaching, higher Primary schools, grading of schools, grouping of standards, leaving certificates, dual attendances, the ordinary manager appears to me to be very slenderly equipped with information. Nor have managers that wide and liberal system of association and organisation for discussion and mutual assist-

ance, by which individual shortcomings in information and judgment might be compensated. Dr. BRATY.

Managers are frequently credited with a strong interest in the matter of school attendance. But this, I believe, is a misconception. Managers are certainly anxious that children should attend their own schools, but it does not follow that they are equally anxious that children should attend schools in general. What I mean may be best explained by an imaginary case. Suppose a manager of a certain school is given the option of deciding whether a pupil will be entered in a school under management and staffing of another religious denomination, or will cease to attend school altogether. My experience leads me to say that undoubtedly many managers would decide in favour of ceasing school attendance. If managers were sincerely anxious to secure school attendance, it is hard to believe that it would have taken ten years to bring the whole of this circuit under the compulsory provisions of the Irish Education Act. In regard to matters such as the institution of school libraries or museums, the organisation of meals for poor children, the brightening up and beautifying of school-houses, I do not think that the average manager has given any serious thought.

Managers.

As to the manager's superintendence, there is a good deal of variety. Some visit their schools frequently, and, where the schools are close to their residences, almost daily. Some visit rarely, and some hardly ever, even on the day of the annual examination. I recollect one case where a manager had seven schools, and, although I examined those schools for seven successive years, I never saw the manager in any of them. During the past year I have examined four schools under a certain manager without meeting him in any of them. It does not, however, follow, because a manager visits his school even frequently, that his visits are of much educational value. Lately a teacher made, among other charges, a complaint that the manager had never visited her school "as manager." At the time it seemed to me impossible to differentiate managers' visits in this definite way. But since then I have had some ground for altering this view. A teacher has stated that a certain manager during his visits of four years has never asked after the number of pupils present at any of his visits, although the attendance at this school is very far from satisfactory. Effective supervision may be fairly taken to imply acquaintance with ordinary practical details. This does not seem to be the case in this part of the country. For instance, to take the experience of the last two or three months: one manager thinks that the Board makes equipment grants in Music; another has never heard of an Inspector's observation book; another asks for a change of month of examination, but does not know on what grounds the teacher wishes it changed. In one case the agreement forms of a series of schools had disappeared; in another the examination minute found its way to the waste-paper basket.

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Effective supervision seems to imply provision for the preservation of the school-room in a proper state. In one case, in which, according to the teacher's written statement, the school was used for meetings on five evenings of the week—one being a meeting of a Church Lads' Brigade—the manager admitted that no caretaker had been appointed.

A case which I had occasion to investigate some months ago throws light on this matter. In this case, the Committee charged the manager with failure to give any assistance to his school; that in fact he had in the course of nineteen years contributed just 1s. 6d. To this the manager's reply was that "he contributed when he was asked," and that: "They never asked me for a penny." The Committee in this case, on which was thus laid the responsibility of reminding the manager of his duty towards his own school, was (not being at the time an officially recognised body) absolutely without power of any kind over the school. On this same occasion, I may add, the duties discharged by the teacher were thus enumerated: "He sang twice in the morning and evening Sabbath school, taught two Sabbath school classes, he was treasurer to the congregation, and he collected the stipend and Sustentation Fund free of charge."

Supervision may be fairly taken to imply an observance of the Board's rules. Recently, when I drew a manager's attention to a systematic violation of a very important rule of the Board, he replied: "We do not trouble ourselves about things of that kind in—" (naming the town in question).

Of course, I do not wish to convey the impression that in this part of the country there are no effective or useful managers: It is very painful to be under the necessity of stating such facts as are above enumerated in connection with a body containing members so zealous and capable as those with whom every Inspector must have come in contact in the course of his duties.

Local
Interest.

Local interest in the schools is very languid. One hears general statements that parents desire or dislike the dual attendance system, or such and such a subject of the programme. But here, as in the case of managers and of School Attendance Committees, there is an absence of concert and organisation. There is no channel for reaching the actual opinion of parents on such matters. And yet till there is some regular channel by which the wishes of the parents can be ascertained, and, where reasonable, can receive attention, it is impossible that their interest and co-operation can be aroused. Parents are indeed, as a rule, poor and poorly educated. They are nevertheless shrewd, and the collective opinion of even such people, especially when sifted and reduced to shape through the channel of a representative committee, is well worth knowing. A rather striking confirmation of this view came recently under my notice. Some years ago and before the introduction of the Revised Programme, the parents in a certain locality of this circuit were charged with obscurantism and ignorance, because

they objected to the teaching of Agriculture, Grammar, and Geography. Now, under the Revised Programme, one of these subjects has disappeared altogether, and there is a widely-spread belief that, in the form in which the other two were then taught, they were perfectly useless. But it is only by accident that the views of parents can be ascertained. Teachers naturally look at matters from a professional point of view, and are also bound by their allegiance to the Board and their managers, while managers do not profess to represent the parents' views, but to be independent educational authorities. The result is that parents accept the whole procedure as something inevitable and beyond their knowledge or control; and, till they are bound to supply on a fixed scale some portion of the funds for the upkeep of education and have a corresponding influence in its direction, no change in this respect can be anticipated. It has often been remarked that the almost universal abolition of school fees resulted in a falling off in local interest. Irregularly as fees were collected, they were in a way a sort of local tax, and the fact that their disappearance reduced the local interest shows how much might be effected by the mere imposition of a tax for the support of the schools. The best test of local interest is the money which the locality supplies; and the figures in the Board's reports speak for themselves. For every pound of Government money there is a shilling of local aid. I know that it has been contended that these returns are incomplete; that, for instance, rent for school-houses or sites, interest on money contributed towards the building or purchase of school-houses, can be regarded as annual local aid. This, however, seems to be based on a misconception. Schools are not Government institutions in this country; they are local institutions, aided by Government grants. In order that an institution may be aided, it must certainly have four walls and a piece of ground to rest on; and, therefore, the structure and the site, having served their purpose as the basis for State recognition, cannot be utilised a second time as a form of local aid.

Dr. BRATTY.

Local
Interest.

Extra and optional branches practically do not exist here. Some managers complain that an advanced education cannot now be obtained in National schools, such as there was in their younger days; and in some few cases clever boys are deprived of opportunities of improving their education. But these advanced branches distracted the teacher's attention from his ordinary business, and tended to foster a pernicious belief that a teacher's status depends not on his skill in teaching, but on the subjects which he teaches. The disappearance of these branches will, besides, tend to hasten on the provision of some means of approach to Intermediate and higher schools, for children who are able to profit by more advanced instruction.

Extra and
Optional
Branches.

Irish has not thriven here. It has, however, been well taught in the three or four schools which have attempted it, so far as I am capable of judging. If I might speak out of the humility and painful experience of a conscientious but unsuc-

Irish.

Dr. BRATTY.

cessful learner, I should say that Irish would have a better chance if it could throw overboard 30 per cent. of its consonants and simplify its spelling. French, German, and Italian are reforming their orthography and dropping their superfluous consonants. English and Irish spellings are still callosities to the tears of the school-child.

Evening
Schools.

No educational change has, in my experience, been so widely welcomed as the new regulations for Evening schools. The success in this direction almost justifies one in believing that there is a latent interest in education, which needs only a free field in order to develop and grow. It would be rash as yet to attempt to explain the reason of their sudden growth, or to anticipate their future. But it can hardly be doubted that for years there has been accumulating a supply of material which needed only to be tapped. The most encouraging feature is that their popularity appears to be still on the rise. Last year there were sixteen such schools; this year there are forty-six. Another satisfactory feature is that they are being established in towns and villages. Last year they were (strangely enough) confined to rural districts and usually remote rural districts. The schools are mainly for men, six only being for women. But (another curious feature) mixed Evening schools appear to be growing in favour. There are eight of these—attended by both men and women. The discipline and order in these mixed schools was exceptionally good, better, I think, than in those confined to a single sex.

The Evening schools in this circuit are, so far, in no sense continuation schools. The work is usually confined to Reading, Writing, and Arithmetic, with a little Singing or Drawing. My colleague, Mr. Wyse, tells me that, so far as he can ascertain, Arithmetic is the most popular subject with the pupils; a manager tells me that Mensuration also is a favourite. The pupils are on the average about twenty years of age—ranging from fourteen to forty—and are usually young farmers or labourers, or sons of farmers. The attendance at each is usually about twenty. There is one in Ballymena with an attendance of sixty, but this is quite exceptional. The classes are almost universally held in the day school-room, and are under the control of the manager of the day school. The success of these schools is most gratifying, although their work at present is confined to clearing off the illiteracy, which an effective system of compulsory attendance would have cleared off long since. Indeed it may be conjectured that the attention directed on illiteracy by the mere existence of a system of compulsion is responsible for some of the interest displayed in their regular

It is to be hoped that, as this pioneer work becomes less and less necessary, other subjects will receive more attention. Drawing, for instance, seems a most suitable subject; and Physical Geography (or Physiography) another, being calculated to arouse an intelligent interest in the phenomena of nature and in the principles which underlie Agriculture.

It is also to be hoped that a library will be an essential adjunct to every Evening school. An English Inspector has pointed out that Evening schools in England suffer because the pupils do not supplement their short hours of instruction by a little private study. The best incentive to this is to provide a supply of suitable books, which can be read on the evenings on which the class does not meet, or occasionally during the summer months.

I have the honour to be, Gentlemen,

Your obedient Servant,

H. M. BEATTY,

Senior Inspector.

The Secretaries,

Education Office.

General Report on Cork (2) Circuit.

CORK, 14th February, 1903.

GENTLEMEN,

In compliance with your instructions, I beg to submit a report embodying the views of my colleagues and myself regarding the state of Primary Education in the Cork No. 2 Circuit, which has been in our charge during the past year. This circuit embraces what might roughly be called S.W. Cork and an angle of S.E. Kerry. The area under survey comprises nearly all the portion of S.W. Cork lying south of the river Lee, and its tributary—the Toon. It is uneven—even mountainous—in surface, and irregular in outline, owing to the many deep indentations in its sea-board. The Kerry portion comprises the Kenmare valley and all Kerry lying south of the Kenmare River. As a consequence, many schools are remote and not easily reached, and the inspection of the area calls for much and long travelling. In splitting up the circuit into three sections, the city parishes gave a basis for partition; and lines radiating from the city to Bantry and the head of Roaring Water Bay, gave very fair sectional areas for country inspections. The north section was in charge of Mr. Cromie; Mr. Cassen was inspector of the mid area; and I inspected the southern or sea-board area.

Mr. C. SMITH.

Description
of Circuit.

Mr. C. SMITH.
Accommoda-
tion.

As to the accommodation and general equipment of schools in the north section, Mr. Cromie reports :—

"The school-houses in the north section of this circuit are, as a rule, well adapted for teaching purposes. Many of them are vested in the Commissioners, and comparatively few are non-vested buildings. The latter, it is true, are generally unsuitable; but, as stated above, they form but a small proportion of the total number in the section. Sanitation and heating receive due attention."

Of the mid section, Mr. Cussen says :—

"In three parishes, the school buildings are neglected; in other places, the houses are kept in fair repair, and the managers show a desire to replace old by new houses, but this work has often to be done gradually, as it is usually only one or two building cases that can be taken in hand at once."

In the south section, the accommodation is sufficient—the houses, on the whole, in very fair order. The Lisheen schools are the most unsuitable. A grant of aid has been made to build new schools to replace the present ones; but it has not yet been availed of, and a grave want still exists here. In about half-a-dozen cases the "jerry-work" building done in the "eighties" is showing the ravages of time. Managers are naturally slow in accepting the liabilities of their predecessors in the case of vested buildings, inasmuch as these are the outcome of defective or insufficient inspection at the time of erection. Fully 90 per cent. of the schools are adequately furnished. Sanitation is, on the whole, fairly well attended to; but better arrangements for heating them are needed in most schools.

A general survey of the circuit bears satisfactory evidence as to the equipment and accommodation of the schools in the rural districts. I must, however, exempt the city portion of the circuit, and repeat what I often before stated, that the educational facilities for boys in the south portion of Cork City are quite insufficient.

Teachers.

Mr. Cromie says :—

"The teachers of the northern section do not often exhibit exceptional brilliancy in the discharge of their duties, but, with a very few exceptions, they do honest work, and at the last examinations, the great majority merited at least a good record for the way in which they conducted their schools during the past year. Teachers have given clear proof of their zeal to improve themselves by often attending, at great inconvenience, organisers' classes in the new branches."

Mr. Cussen's views on this point are corroborative of Mr. Cromie's and my own. Truth, however, compels me to add, that from 15 to 20 per cent. do not carry away much appreciable benefit from these classes; and, owing to a growing laxity in carrying out the mode of instruction shown to them by the organisers, a large portion of the good results for which the special subjects have been introduced, is lost. This is mainly true of Manual Work and Elementary Science; in this latter, the compilation of note-books does not get sufficient care.

There has been a falling away in the attendance at National Schools. This has been largely and mainly due to a decreasing population. Mr. Cussen adduces other causes, which, to my mind, are to some extent operative. He says :—

Mr. C. SMITH

Attendance.

"Some incentives to regular attendance have been removed, *e.g.*, promotions from the lower standards is slower, and the rules make no distinction between those who have more and those who have less than one hundred attendances for the school year. I think this fact has largely helped to produce irregular attendance. The numbers in the higher standards have fallen, and I believe children leave at a younger age, owing to the reduction in the amount of arithmetic and other branches that ranked high in the popular estimation."

The age at which children begin school life depends largely on local circumstances. In urban districts, or clustering villages, four or even three years might be set down as the opening of school life; in rural districts, five to seven years. The age when children leave school varies from thirteen to sixteen years.

With regard to proficiency and progress, Mr. Cromie notes : Proficiency,
See

"Except in a few cases, the new branches, such as Manual Instruction, Elementary Science, and Cookery have been too recently introduced to have had much effect on the general condition of the schools. In Cork city, where these branches have been taught for some time, useful progress has been made."

Mr. Cussen's remarks under this heading are in detail :—

"In the teaching there is less rote work than formerly. As a rule, the pupils can give a reasonable explanation of the processes they employ in Arithmetic, and the junior pupils can apply all the elementary rules, except division, to concrete instances. In most schools, however, the work on paper is slovenly, badly-arranged, and difficult to follow. Practical measurements are fair in the elementary stages, but there is little measuring with scientific accuracy, though some schools have been very successful in this respect."

"Explanation of Reading lessons is better than formerly. Reading varies greatly in different places. As a rule, the pupils have little difficulty in reading the words, and one can follow the reading fairly well. The articulation is, however, poor, and there is very little expression or reading with a view to make the meaning clear to an auditor. Errors in pronunciation are very general. Few teachers have taken really effective and systematic steps to correct these faults."

"Writing has not improved; probably, owing to the teacher's attention being for the time largely devoted to unfamiliar and new subjects. Analysis of sentences has helped to give pupils a better grasp of the structure of sentences, and the form of language; but very many teachers are still uncertain in the principles of this branch, and the results are only moderate."

"Object Lessons are taught in nearly all schools, but there is a general tendency to make them depend more on memory than observation, and to make the storing up of knowledge, rather than the cultivation of habits of methodical observation, the aim of these lessons. The Circular of October, 1901, has been followed in few schools, but the teachers, who took it as their guide, have been successful, and have been able to make the pupils work more for themselves than where the didactic method was followed."

"Singing.—The courses, as a rule, embrace only exercises on the modulator, charts, and songs; and the schools are taught in one or two divisions. The results have been satisfactory."

Mr. C. SMITH. "Cookery.—This branch is taught only in a minority of the schools, owing to the fact that most of the teachers have only recently been trained, but the number of such schools is increasing, and the teachers showed a very creditable desire, and incurred expenses to overcome the difficulties of teaching this branch. Most of the managers encourage Cookery, and the pupils usually contribute materials. The work done is simple, and confined to inexpensive dishes, but it is likely to be of substantial benefit to the pupils.

"Paper-folding is now taught in most schools. The teachers are not as yet at their best in giving instruction in this subject, but fair results have been achieved. As a rule, the folding is deficient in precision, and the teachers are disposed to repeat exercises, until the pupils no longer follow the diagrams, but depend on memory. In most schools, however, the pupils can read simple new diagrams intelligently. There is little other manual training of any kind, and few schools have exercises suitable for infants.

"Drawing.—The teaching is nearly always done from dotted blackboards, but many of the boards thus prepared by the teachers themselves were unsuitable, and this caused slovenly work. As a rule, the pupils can do simple borders and designs fairly well on dotted paper. Curves and ruler work on blank paper are less successful.

"Geography taught from the Readers has been so far hardly successful, partly, no doubt, owing to the use of books not suited for Irish schools. The maps do not receive sufficient attention, and the information in the books is not properly supplemented by the teacher, or developed in the pupils' minds, so as to give them a connected knowledge of useful facts.

"Needlework is fair; in many schools it is rough and unfinished.

"Drill usually consists of arm and body movements, with marching. Some schools have in addition leg, foot, hand, and head movements. The early unpopularity of Drill seems to have disappeared. The exercises are generally fairly well done; in some of the large schools, very well. Sometimes, the movements are done indolently and imperfectly."

My own experience endorses in the main the statements made by my colleagues. In the first flow of fervour excellent work was being done on the lines of the Revised Programme. The skilful methods of instruction shown by the organisers were put into practice; accuracy and thoroughness were aimed at; and, in many cases, attained; but my recent experience points to the conclusion, that there is a falling-off in the energy, skill, and earnestness that marked the introduction of the new subjects. Pattern-copying is steadily usurping the place of blackboard instruction; and the accuracy of detail, and the adoption of skilful methods, that were so essential to Manual and Physical Science work, are steadily on the wane. This unsatisfactory state of affairs is, in my opinion, due to what might be fitly called an absence of that professional pride which is so necessary to stimulate a teacher to aim always at something higher, and to glory in his profession and its advancement. While desiderating a greater advance, I fully admit that there has been a considerable forward movement made in English under its various aspects.

Arithmetic.

In Arithmetic, where the programme has been so simplified, the same advance is not shown, and one finds the simplest concrete questions, when dictated, very often unintelligible even to grown pupils. This points to the need of a further training

of the senses. The very important organ—the ear—clearly calls for more care and attention. It is true that Horace wrote:—

"Segnius irritant animos demissa per aurem
Quam quæ sunt oculis subjecta fidelibus";

but it must not be forgotten that the "demissa per aurem"—what we hear—forms a very large portion of our knowledge; and consequently, the training of the ear to accuracy of perception is of vital importance.

Manual Training, in my opinion, should aim at securing precision or accuracy of touch, symmetry of form, habits of attentiveness, obedience, and self-reliance. Where the subject is properly taught these features are in evidence; but I am obliged to state that, in many cases, several of these ends are left out of sight, and the main aim seems to be, to do a few set patterns, without originality of design or accuracy of execution.

As to a general brightening up of the school-going folk, I think a moderate advance has been made, but I attribute this more to an improved style of Reading, and to Drill, than to any other factors.

Physical Science is taught in some schools with fair success; in others, the efforts made are not so hopeful—a mastery of essentials and a knowledge of primary work not being solidly laid. In the teaching of Object Lessons not much skill is displayed in the framing of questions, and errors in Grammar and pronunciation, too frequently fall on the listener's ear. A good deal of knowledge is there, in most instances, but it is a crude ore, and as Mr. Cussen truly noted, a false trend is given to the instruction by the adoption of the didactic instead of the heuristic method.

A good deal of useful work has been done in Cookery, which is taught rather generally in the south section, and teachers do not experience much difficulty in getting children to bring materials for the simple courses they attempt. Vocal Music is spreading very rapidly; a large number of the teachers have been trained at classes held in Bandon, Skibbereen, and Bantry, and no classes were more popular with the teachers, many of whom travelled very long distances to avail of them. As to Needlework, I fear that the curtailing of the time given to it, and the multiplicity of new duties devolving on the teachers, have told adversely against the attaining of as high a proficiency as marked its past; at the same time the standard may be described as fairly good. The sewing machine has disappeared, and Cutting-out, &c., gets less attention. The instruction given in Geography and History is, in most schools, very mediocre; in none adequate or satisfactory. Strenuous efforts are needed to remedy this grave defect.

With regard to organisation, Mr. Cussen remarks:—

"Definite schemes of organisation have not yet been reached, and, in ordinary schools, a modified bi-partite system is followed. Few of the small schools group the standards, even where there are only one or two pupils in each. The teachers are feeling their way in this matter, and in

Mr. C. SMITH. schools of ordinary size, the pupils are divided into two or three groups for Object Lessons, Singing, Cookery, Drawing, and Paper-folding. The lectures of the sub-organisers, especially those in Singing and Cookery, have been very useful in this respect."

The same remarks apply to the schools of the mid and south sections; and one cannot help noting as strange that in the very schools where grouping is most needed, it is least found.

Monitors.

As to the training of monitors, Mr. Cussen reports:—

"Monitors are taught well, but chiefly on the lines of the old programme. Rote and routine work are still very general. The text-books seem to be committed to memory, but the materials are not analysed and compared one part with another so as to bring out the principles involved. The general rule seems to be to prepare the monitor as for a written examination, where familiarity with the words of the text-book will suffice; and the monitors' actual methods of teaching are very often built up independently from more or less mechanical habit."

Mr. Cromie's experience is that:—

"The training of monitors receives due attention; the regulations affecting the employment are carefully observed."

Neglect of monitorial instruction has rarely come under my notice, and I agree in the main with my colleagues as to the success of monitors in their literary studies. I think it, however; my duty, to add that in the course of their training, they do not receive proper and intelligent supervision in the actual work of teaching; and, but too often, their duties are connected with the drudgery rather than the intellectual side of school-life.

Managers.

"The management of the schools in this circuit is mainly in the hands of clergymen of one or other denomination. Only about a dozen schools are under lay management. The Convent schools are generally under the management of the superioress for the time being. A few schools are managed by officials. By far the largest proportion of schools is under the management of Roman Catholic clergymen. I.C. clergymen rank next in number. As a rule, these clergymen live within easy reach of their schools, and are thereby afforded facilities for visiting them frequently and making themselves acquainted with their needs, progress, and general condition. They can further see with what punctuality, regularity, and zeal the teachers discharge their several duties, and it is in the nature of things that such visits should prove, and are, highly beneficial. Then, their position gives them much influence with parents and guardians, which is always cast on the side for good.

Mr. Cussen sums up his experience of managers thus:—

"Most managers visit their schools regularly. Their visits ensure regularity in the teacher's attendance, and regularity of work in a general way. The managers do not enter into the details of the work, but they seem to have a good estimate of its general character. This estimate is formed from their own observation of the earnestness with which the teacher works, and the opinions of the pupils' parents, as well as from the Inspector's reports."

Mr. Cromie says :—

Mr. C. Surin.

Managers.

"The managers visit the schools frequently and exert their influence in promoting zeal and industry on the part of the teachers. They do not, as a rule, direct the course of instruction in secular subjects, but while they do not exercise the powers of initiation recently granted to them, they do, as a rule, insist that the programme adopted by the teachers must be faithfully and efficiently taught. I consider, therefore (a), that the general superintendence of the teaching staff by the managers is satisfactory; but (b) that they do not avail themselves of the powers of initiation recently granted to them."

In this important matter I am glad to find myself in pleasing accord with my colleagues. Managers take a genuine practical interest in their schools in the sense that they visit them frequently, stimulate the pupils to attend better, look after the lagging ones, and by their visits secure the punctuality, regularity, and attention to duty on the part of the staff. In the other sense of the term *practical*, which implies the drafting of plans of work, time-tables, or schemes of organisation, or the holding of periodical examinations, they cannot be said to have intervened in the past to any great extent, but an interest seems awakening in this direction, and let us hope that when once aroused it will work for good. My intercourse with the managers of the south section has been invariably pleasant; they lend a willing ear to any suggestions offered, and carry them out as far as practicable with the funds at their disposal, which, in a poor country like this, are necessarily very meagre.

My colleagues agree in stating that local interest in schools, outside that shown by the managers, is virtually a negligible quantity. Local interest in Schools.

Mr. Cussen says that :—

"With the exception of managers, few, if any, persons manifest any interest in the welfare of the schools."

Mr. Cromie reports as follows :—

"In most of the schools the parents of the pupils are fairly generous in supplying fuel for the heating of the school-rooms. This is practically the only assistance they give. Their attitude towards the new scheme is now one of passive instead of active hostility to its introduction. This marks an improvement, and in a few instances even I have noticed an intelligent interest in the progress of the scheme. But, in general, the absence of local appreciation of true education is the greatest obstacle the teachers have to contend with."

In the south section I am pleased to report that things wore a brighter complexion. In the Convent schools at Roscarberry, Skibbereen, Bandon, and Clonakilty, very considerable expense was incurred to meet the altered condition necessitated by the introduction of the Revised Programme. Around Castletownsend a lady living in the locality (Madam de Bunsen) is generous in her aid towards the successful development of Cookery and Needlework in the neighbouring schools. Gifts, in the form of prizes and supplemental salaries are not rare,

Mr. C. SMITH. Apart from these, the local folk give practically no aid, save in kind, such as turf, or its equivalent in pence, computed on a very favourable par of exchange.

**Extra
Branches.**

My colleagues report that in their sections of the circuit, Irish is virtually the only extra branch taught; in a few isolated cases Mathematics was presented. This is, in the main, true of the south section, save that probably the percentage presenting Mathematics is higher, and in one case French was attempted. In almost all cases the proficiency shown warranted the giving of the grant.

**Evening
Schools.**

The new venture in the shape of Evening schools raised great expectations, which were, in many instances, doomed to disappointment. Their history during their first year of trial will not show their normal state, because, considering the conditions under which they were launched, the Circular announcing the possibility of creation was too late in issue. A six-months' session, starting with mid-September, may hope for fair success, but when the spring work and the long evenings set in, the teacher who hopes to keep his pupils together—Sisyphus-like—labours in vain. The four-months' system is a change for the better, and one notes with pleasure that the claims of agricultural occupations are esteemed equally cogent with those based on fishing industries. I am of opinion that in the four-months' scheme lies hidden the germ of success.

My colleagues' remarks about the Evening schools, in their respective sections, run thus.

Mr. Cussen reports :—

"That about twenty Evening schools were started, but four or five were closed in a short time. The attendance was usually good in the early months, but gradually fell off, and an effort was required to keep the students together towards the end. A shorter course might be more successful. Some Evening schools are not sufficiently warmed or supplied with books. The work done is always of an elementary character, and the students mostly between fourteen and twenty years of age. The students are seldom quite illiterate."

Mr. Cromie states :—

"That a few Evening schools have been established. I am glad to say that young men—unfortunately illiterates up to the present—show a just sense of the value of these schools, and are most regular in attendance at them."

In the south section, twelve Evening schools for boys were opened, and finished their session. The attendances at these schools were very variable in character. The opening days saw a great influx of students thirsting for knowledge; the satiety stage soon arrived, the novelty wore off, and the earnest workers alone remained. In many cases schools were held together with great difficulty towards the close of the normal period. All the same, I am quite satisfied that good work was done, and that the pupils who made a moderate number of attendances benefited in intelligence and knowledge. In addition, four Evening schools for girls only were opened; in

two of these the main attractions were Cookery and Singing; Mr. C. Smith. and they were eminently successful.

In the foregoing remarks, the views of my colleagues and myself have been set down as faithfully as they have presented themselves to us; and if we have failed in aught, it is due to the difficulty of forming generalisations from many individual instances.

I am,

Gentlemen,

Your obedient Servant,

C. SMITH.

The Secretaries,

National Education Office,

Dublin.

General Report on Clonmel Circuit.

CLONMEL,

December, 1902.

GENTLEMEN,

I beg to submit a General Report on the schools of the Clonmel circuit. These schools—367 in number—comprise what formed the three districts which had for their centres, Clonmel, Tipperary, and Templemore. The northern and southern limits of the inspection area may be taken as Nenagh and Dungarvan respectively. It includes all County Tipperary except portions of three northern baronies; portions of three baronies in Co. Waterford; the eastern baronies of Co. Limerick, and the north-eastern corner of Co. Cork, round Mitchelstown.

Mr. W. A.
Brown
—
Circuit.

There is but little tillage in a very large portion of this area, and but little poverty. The hindrances to school attendance are less than the average, and the ability of the parents of the pupils to pay what is needed for school equipments, &c., is equally above the average.

The one outstanding cause of irregularity of attendance is the creamery. Almost universally the boy or girl of the house brings the milk to the "factory." Hired hands are not employed. Unfortunately, the hour of the morning delivery prevents the attendance of those so employed before roll-call in many instances, so that the day is lost, being incomplete, in reckoning the attendance; and what is worse, there is often no

Attendance.

Mr. W. A.
Browns

attendance at all. It is surprising how much the effect of immediate gain proves stronger than the certainty of greater advantage that is remote. The unequal contest between money and schooling is not confined to the comparatively poor. The "strong" farmer yields to the temptation to save wages at the expense of his child's education.

In a large number of the schools the attendance is good—as good as it could be without rigidly carried out compulsion. It is the unavoidable absence of very young children, due to bad weather, illness, and the distance of their homes from the school that is the chief factor in the apparently unsatisfactory attendance in many schools. The surprising thing is not that such young children attend but tolerably, but that they attend so well. The proportion of pupils of the junior standards whose parents allow them to dry their soaking clothes during the school day is as large as I should like to see it. Knowledge of the justifiable causes of absence for which the teachers are not responsible, but by which they and the interests of the pupils suffer seriously, makes one wish that there should be very sympathetic treatment of cases of fluctuating averages. It would be much easier to prove that the teaching staff is too small than that it is large enough.

Compulsory
Attendance.

In addition to the towns which had adopted the Compulsory Attendance Act, it has been put in force by two Rural District Councils—those of Cashel and Thurles. These are the first cases of the kind that I have met, and the result of the legal control of the country pupils' school attendance will be interesting. Sufficient time has not elapsed for comparison of results.

There is not much that is new to be said about the working of the Compulsory Attendance Act. The law has supplied a weapon of very limited range, often not vigorously used. The measure of the effectiveness of the Act is absolutely the efficiency of the School Attendance Officer, and it is to be regretted that the Committees do not always insist on more energetic efforts by their official.

Returns supplied by a large number of the schools show increase in attendance in some, decrease in others, comparing the year 1902 with 1901. The balance is very slightly on the side of decline.

Organisation.

The division of the standards into two groups alternating throughout the day between the floor and the desks continues to be the basis of organisation. The combining of standards for common instruction, by which the teachers' efforts can be economised, has given much consideration, and complete uniformity of plan has not been attained. The subjects most profitably taught in this way are Reading, Grammar, Singing, and Manual Training. Arithmetic can be similarly dealt with, but not to the same extent.

It is usual to combine Third and Fourth Standards for some subjects, and Fifth and Sixth form a second group. There can be no doubt of the necessity for such concentration of the

teacher's efforts, and with care in the selection of subjects and standards, the result is very good.

A few instances of injudicious arrangements have been found, but on the whole the teachers have acted with good sense.

Mr. W. A.
Brown.

Organisation.

The successful teaching of a school with an attendance of from forty to sixty pupils by one person unassisted in any way is the task that confronts many of the teachers. To an outsider its accomplishment would appear to be impossible, while those who have expert knowledge must admit that it is difficult. Its solution depends on the skilful construction of a time table, careful planning and preparation of each day's work, and the mental activity that sets to work and keeps to work every pupil, whether under direct instruction or general supervision.

The time tables have been examined by the Inspectors, many of them very closely. I regard this scrutiny of the distribution of time as very important. A slight change may mean great advantage, and the teachers always welcome suggestions, as they know the difficulty of good arrangements.

Almost universally five hours a day, including a half-hour for recreation, is given to secular instruction. The work cannot be done in less. The day is long enough, as it keeps many of the pupils about seven hours from home. For infants it is much too long, and I have strongly recommended the early dismissal of these young children as sanctioned by the Commissioners. I am strongly of opinion that this privilege ought to be extended to all the pupils of First Standard.

So far but few teachers have held formal examinations of the pupils, as suggested by the Department. Such examinations conducted with care would be of great advantage. The results ought to be tabulated, kept as a school record, and presented at inspections to the Inspector. The few programmes submitted by the teachers differ but little from the official programme in those branches that do not require special training. The fact that so small a proportion of the teachers have so far taken advantage of the privilege of modifying the maximum of the Code, shows that there is no unreasonable demand by the Inspectors.

Plans of work and summaries are being regularly asked for, and will soon be universal.

With the freedom of classification which is encouraged, it was to be expected that the peculiarities of individual pupils would have been specially dealt with. It is not, however, the Inspectors' experience that there is much of what may be called mixed grading. There is no objection to a pupil working with a certain standard at Reading and with a different standard at Arithmetic. Indeed such an arrangement is not to be regarded as a privilege, but as a natural and necessary compliance with the child's capacity and development. I have brought this matter specially under the notice of the teachers as occasion arose, but as has been said, the cases in which this special

Mixed grading
of Pupils.

Mr. W. A.
BROWN.
Proficiency.

treatment of individuals has been met with are few. The explanation probably is that old custom is still strong, and the simplicity of a more rigid system attracts.

The proportion of schools in which the progress made during the year has been described as "good" is large. The cases of "no progress" or retrogression are very few, so that the instruction of the school-going children of the circuit is to be considered as satisfactory. The question may be asked, is the average pupil doing as much as was done before the change in the method of testing the schools and paying the teaching staff. The answer is "Yes" and "No." He is not learning off as much, but he is learning and remembering more. Formerly to forget was to be lost. It was memory or nothing. Now there is something to fall back on. If there is not the crusted formula, there is a capacity for finding out. There is more looking all round a thing, and less surprise at a new setting. The defects developed are vagueness, want of precision, and driving home. The balance, however, is, I think, much on the side of progress.

Reading and
Spelling.

All the Inspectors of the circuit report continued improvement in Reading. It is not yet as good as it can be, but there is a much higher standard, and there are more rational methods. One of the Inspectors considers that Spelling is not as well taught as it was. I have not noticed much difference, but if there is any, it is almost certainly due to the comparative neglect of Oral Spelling.

A good deal of attention is being paid to the correction of grammatical errors, local vulgarisms, and incorrect pronunciation. Following out a suggestion of one of the Chief Inspectors, I request the teachers to prepare lists for teaching purposes, and confine myself largely to these when examining.

Arithmetic.

Arithmetic is being more successfully taught than it was in 1901. The teachers now know what to do in this branch.

Geography.

Very little Geography is being learned from the combined Geographical and Historical Readers, but many teachers give lessons on the maps at least once a week.

Object
Lessons.

Object Lessons are attempted in almost all the schools. To deal satisfactorily with this branch is found difficult by the teachers. Some of them do not understand what is aimed at in the object lesson, while many have not the skill required in dealing with this form of training. Carried out as it ought to be, the results are excellent, but there is much scope for error—the borderland between the wise and the unwise is narrow—and the plausibility of high sounding terms deceives. It is forgotten that it is the journey rather than the arrival that is of importance.

It has been necessary to point out that the object itself is more instructive than a picture, and that it is injudicious to bring all the standards together for a combined lesson. In spite, however, of the absurdities met with, good work has been done in many schools, and chiefly in the direction of Oral Composition in the junior standards. Even where the main

idea of training the observation has not been attained, the pupils have had greatly increased practice in expressing themselves fully and correctly. But a small proportion of the schools have taken up the limited course in Elementary Science suggested in the Syllabus issued in October, 1901—that is, the first year's course specially drawn up for schools without apparatus. In a few cases coming directly under my own observation, systematic work under this head is being done, and it is much liked by the pupils. Real or imaginary difficulty of finding the time needed, and the reluctance, whether of timidity or want of knowledge, to begin something new, are the explanation of the comparatively small progress made.

Mr. W. A.
Brown.

Elementary
Science.

A considerable number of schools have had grants of material for instruction in Drawing, and other branches of Manual training. Fair progress is being made. Where the work is careful and thought out there can be no doubt of the advantages of the system adopted. Mere routine and putting in the time at a lesson are, of course, absolutely useless. If there is no thought there is nothing in most of the exercises. This is being strongly impressed on the teachers by the staff of sub-organisers, and I think their views are appreciated.

Manual
Instruction.

Elementary Science is only about to be taken up. A few schools have had grants, and are doing a little work, but the Inspectors have not seen enough to enable them to report on the work done.

Elementary
Science.

There are eighteen Evening schools in the circuit. The attendance at these lies between ten and twenty-five. They are all continuation schools, that is, attended by those who wish to improve themselves. Scarcely any illiterates have been met with, nor is the Evening school the proper place for such pupils. In the towns one meets young men and girls in employment whose advancement depends on improved education. In the country schools, and these are much the more numerous, farmers' sons and young labourers, who were apt pupils of the day school, renew acquaintance with the Reader and the written exercise. There is no immediate prospect of advancement in wages or position as a stimulus to attendance, but the winter evening is pleasantly put in. Those who come at first out of mere curiosity soon fall away, so that out of forty or fifty on the register, not more than a dozen are found in steady attendance.

Evening
Schools.

The good schools are really useful, the inferior ones of doubtful utility. It is to be remarked that the latter will, in most cases, disappear of themselves. Much depends on the teacher. Some personal attractiveness is required, and much tact. Four of the schools are for young women. These are in towns. One is doing very good work, and is attended by about twenty-five girls, of whom about a half are earning wages. Cookery and Typewriting are taught in each of these, in addition to the ordinary literary branches.

There is gradual improvements in the school buildings. Schoolhouses, though some of them remain as they have been for twenty

Schoolhouses.

Mr. W. A.
BROWN.

years. The trouble is that there is no regular inspection of them by the manager. There ought to be at least a yearly inspection of the houses. This constant attention would save the considerable expenditure necessitated by neglect. In all the sections of the circuit, however, there is progress. In a number of cases considerable sums have been spent on ceiling, roofs, repairing and painting, and the supplying of new desks. There is still a considerable number of inferior houses in that part of the circuit which formed the old Templemore district. These are houses built forty or fifty years ago.

But few cases of serious neglect to keep the rooms clean have been met with. There is improvement in the state of the rooms. A feature in their decoration is the pictures supplied by advertising firms. Some of these are artistic, and others, such as sheets of British birds, or plants and flowers, might be useful if they were used. It is questionable that it is proper to allow traders' and manufacturers' advertisements into the public schools.

I am not satisfied that the heating of the schools is as good as it ought to be. The fires are not determined so much by the weather as by the supply of fuel, or even by the month. The pupils and teacher in almost all cases provide the material.

Monitors,
Training, &c.

The monitors are but rarely taught enthusiastically. They get the regulation time, as a rule, from the teachers, and much more than this in convents, in which greater care is taken with these young persons, but there is no urging to distinguished answering at their final examination. Hence, in the competition for entrance to Training Colleges, the outside candidate specially prepared by grinders and in colleges, gain the greater number of places proportionately.

They learn to teach rather by watching the teacher than by direct training in their work.

Local interest
in the Schools.

The public know scarcely anything about the schools, except what parents find out from their children. In many cases there is no one but the manager to do anything for them. The exception to this state of things is the case of schools on large properties, where the patron supplies fuel, gives prizes, &c. All the schools on Lord Castletown's property are very liberally treated, and the manager, the agent of the property, shows real interest by visiting, attending the annual inspection during the whole day, and in other ways.

Managers.

The practical supervision of the schools by the managers varies, as is to be expected. Some, of course, have a much greater knowledge of school work and a greater interest in it than others. Some, with a turn for teaching, may at times be found interesting a standard in a grammatical point, or giving puzzles in explanation. The majority, however, do not take an active part on the occasion of their visits to the schools. They are content to observe that the order is good, and that the teaching staff are at their posts. This is a most useful form of supervision, and I should like to see it more frequently and systematically practised. This visiting is done chiefly if it is

suspected that there is some special cause of slackness, but it is very desirable that it should be normal rather than the result of exceptional conditions. It appears to me that it is this general supervision by frequent visits, and the encouragement to teacher and pupil afforded by a sympathetic manager's presence, that forms the chief part of the manager's duty. The manager has not expert knowledge. He is guided in technicalities on ordinary occasions by the teacher, and in emergencies by the Inspector. One of the very useful things that might be done is the holding of annual or biennial examinations of the schools. These would, in nearly every case, be conducted by the teacher, but the manager ought if possible to be present for some part of the day. There have been scarcely any formal examinations. It is intended to urge this matter during the current year.

Mr. W. A.
BROWN.

The organisation of the school has been dealt with above. Programmes are being submitted, but, as I have said, there appears to be no anxiety in the minds of the teachers. The mere dread of change has disappeared. Familiarity has removed fear, and the certainty of the reasonableness of the demand by the Inspectors has produced contentment in the minds of teachers and managers. Hence the Official Programme has been accepted, to be modified at leisure. All the schools, however, are being urged to fix their year's work at once.

Mathematics was taken up in ten schools.

Extra
Branches.

A considerable number of classes in Irish have been formed, and they are increasing.

Most of the teachers are working with more system and preparation than in the past. Many of them are very zealous and do much more than good service. Among the most deserving, the mistresses occupy the place of pre-eminence. Their devotion to duty and the effectiveness of their work are, in a large number of cases, admirable.

Teachers.

It is to be regretted that the supplying of maps, blackboards, &c., still falls in many cases on the teachers. The children help a little, as do the managers, but the time has not yet come when the teacher can be considered as having an income untaxed by conditions of his office.

I am, Gentlemen,

Your obedient Servant,

W. A. BROWN,

Senior Inspector.

BELFAST,

January, 1903.

GENTLEMEN,

Mr. ROSE,

Description of
Circuit.

In pursuance of your instructions, I beg to submit a report on the schools of this circuit inspected within the year ended 31st December, 1902. During the period under consideration, the dimensions of the circuit remained unchanged, but towards the end of December, I was advised that the rural portion was to be enlarged from 1st January, 1903, by the transfer of sixteen schools in Lisburn and vicinity from Belfast No. 1 Circuit. At the same time nine schools in the neighbourhood of Meira were transferred to my colleagues and myself from the Armagh circuit. We have also taken over from No. 1 Circuit, twelve schools in that portion of Belfast which lies on the County Down side of the Lagan. These changes equalize as nearly as possible the inspection work in the two circuits, of which Belfast is the official centre. The rural portion of this circuit is now approximately in the form of a parallelogram extending from Lough Neagh on the west to Strangford Lough on the east, and bounded on the south by the Mourne Mountains and Dundrum Bay. The more important towns in this area are Lisburn, Downpatrick, Ballynahinch, Dromore, Newcastle, Castlewellan, and Saintfield.

On the 1st January, 1903, the sections in immediate charge of my colleagues and myself were interchanged. I took up the eastern section following Mr. Kelly, who took the western section, thus succeeding Mr. Semple, who took the middle section which, up to 31st December, had been in my immediate charge.

The Census returns for 1901 show a steady decrease in the population of the agricultural portions of the circuit. This decline is largely due to migration to manufacturing centres, particularly Belfast, which has increased rapidly since 1891. The provincial towns, other than manufacturing centres, are on the whole stationary in the matter of population.

Accommoda-
tion.

In Belfast there are some instances of over-crowded schools. On the other hand, in the provincial towns and in rural localities, the number of schools is frequently in excess of the educational requirements. With these exceptions, the distribution of the school accommodation accords fairly well with the needs of the population. Outside of the city and suburbs little if any improvement has been effected in the school buildings in the past year. Unfortunately the low-roofed, low-windowed, draughty rooms that were considered suitable half a century ago, still constitute a considerable proportion of the rural schools of the circuit. These houses are usually in fair repair, but no patching can take away their fundamental defects or adapt them to modern requirements.

In these older schools the desks are often badly shaped—all

of uniform height—and with seats so placed that the younger children, instead of sitting upright, are obliged to squat with their chests in contact with the front of the desk. Mr. Ross.

In the city several new vested schools have come into operation in the past year. Millfield Male and Female, and St. Congal's Male and Female, have recently left the hands of the contractors. The latter supersede the miserably unsuitable rooms long in use for May-street National schools. A substantial new building, to accommodate male and female pupils in separate schools, has been recently opened at Derryvolgie-avenue; this is at present conducted as a mixed school, the number of pupils being not yet sufficient to warrant the establishment of separate schools. There are two other new schools non-vested, one at Stranmillis and one at Donegall-road, actually in operation, but not yet recognised by the Commissioners. A loan has also been obtained for the erection of another school in Donegall-road. The commoner defects in the city schools are those pointed out in my report of last year, viz., absence of playgrounds, defective lighting, and insufficient class-room accommodation. To these might be added faulty or inadequate means of ventilation, and in case of class-rooms, insufficient provision for heating.

In the matter of equipment, the supply of blackboards, easels, and large maps is usually sufficient; but very few schools are provided with an ordnance map of the neighbourhood. An adequate supply of twelve-inch rulers for measurement of inches and centimeters is usually found; less commonly, there is also a large metric ruler or tape-line with metric divisions. About one-half the schools are provided with globes—usually the small 3½-inch variety. Of the schools inspected by me, not more than 10 per cent. have been provided with beam and scales, or measures of capacity, though these appliances are indispensable for carrying out in full the requirements of the programme in Arithmetic for Standards II. and III. Wherever evidence existed that they could be properly employed, equipment grants for Hand-and-Eye Training and for Elementary Science and Object Lessons have been supplied by the Commissioners, if applied for by the manager. Equipment.

In Belfast the sanitary arrangements of the schools are under the control of the Corporation, and are usually satisfactory as to cleanliness, though sometimes the amount of accommodation provided is inadequate. In rural schools the out-offices are often so faulty in construction as to render the due preservation of cleanliness difficult of attainment. The heating of the schools is fairly satisfactory, but decisive information on this subject will hardly be forthcoming so long as the schools are wholly unprovided with thermometers. Sanitary arrangements.

Turning from the more or less unfavourable conditions as to buildings and equipment under which the school work is carried on, to the teachers who carry on that work, the outlook is much more encouraging. In the city and suburbs the teachers appear to have caught in large measure the energy of Teachers.

Mr. Ross.

purpose and business instincts of the community, and hence they are almost without exception punctual in their morning attendance, and have their schools in active operation before 10 o'clock. In rural schools, and in those in the smaller towns and villages, this prompt beginning of the morning's work is not so conspicuous. Throughout the entire area of the circuit the teachers are continuing to display the most praiseworthy eagerness in availing themselves of opportunities of becoming acquainted with the new subjects of the Revised Programme. A large majority of the assistant teachers throughout the circuit are women. In the city most of these have served their time in large schools as monitresses, and during their apprenticeship they acquired skill in teaching and controlling large classes. They are for the most part willing, active workers, and for the sustained energy with which they discharge their onerous duties, I have nothing but unqualified praise. Comparatively few of these female assistants have been trained, and this is a condition of affairs not altogether satisfactory. It means in practice that an important portion of the work of the schools is entrusted to teachers who are at least without full credentials in the matter of efficiency. I would, therefore, suggest that certificates issued to monitors on passing their final examination, and completing their service, should not hold good in future after the candidates had passed their twenty-fifth year in the case of those who did not enter a Training College. This regulation would necessitate these young teachers obtaining at least a one year's course of training, and would thus place within their reach an opportunity of getting an intelligent grasp of the new subjects of the Revised Programme, and an acquaintance with the approved methods of teaching them.

Attendance.

There has been no material change in the character of the attendance during the period covered by this report. In point of regularity, it is far from satisfactory, especially in the rural portions of the circuit; in these localities the proportion of children in average attendance to 100 on rolls seldom rises above 70, and in many cases, for certain months of the year, falls as low as 50. That is, in other words, throughout a considerable proportion of the rural schools between one-fourth and one-half of those on rolls are daily absent from instruction. So long as this fundamental defect prevails, the best devised programmes and the most painstaking teaching must fail to attain a full measure of success. Outbreaks of measles occurred in several parts of the circuit, but did not seriously affect the attendance at the schools, except in Castlewellsan and neighbourhood, where some four or five schools were closed for varying periods while the epidemic prevailed.

In Belfast, owing to the large number of infant schools and infant departments, the children begin to attend school at a very early age. This is particularly noticeable in schools situated in crowded working-class localities. On the other hand, owing in large measure to the demand for children's

labour in connection with various industries, pupils leave school as soon as they are able to qualify for the necessary certificate of exemption. This early rush into wage-earning is bad enough, but worse consequences follow in the case of boys who on leaving school at an early age enter upon no settled employment. Such boys rapidly deteriorate in character, and, I believe, largely recruit that class of undesirables known as "Corner-boys." The following extract from the annual report submitted to the subscribers and friends of Malone Protestant Reformatory on 30th January, 1903, while it shows that compulsory attendance is effecting something, affords food for reflection in connection with this matter. "We have received during the past year thirty-four boys, twenty-six of them being from Belfast We are glad to think that compulsory education is showing some good results in the community, as, for very many years, one-fourth of the boys committed to our care could neither read nor write, whereas last year, out of the thirty-four, only one was wholly illiterate."

Mr. Ross.

Compulsory
Attendance.

For those children of the city and suburbs who desire exemption certificates under the Education Act of 1892, examinations in Reading, Writing, and Arithmetic in the programme of Fifth Standard are held on the last Saturday of each month at Belfast Model School; these examinations are, unfortunately, for the cause of education in the city, largely availed of. I am of opinion that it would be better to have the condition of exemption based, if possible, on regular attendance, and not on examination. For this purpose any pupil who could be proved from the school records to have attended, say, 180 days during the school year he was enrolled in Fourth Standard, and likewise 180 days during the school year he was enrolled in Fifth Standard, should be entitled to exemption. All these Fifth Standard pupils should be presented at the annual examination of their schools, when the usual tests of the efficiency of their instruction could be applied, and their attendance checked before exemption certificates were issued. This would demonstrate to parents and pupils alike the supreme importance of regular attendance, and if it were supplemented by leaving certificates, given after strict individual examination upon the requirements of Sixth Standard, many children who had acquired the good habit of regular attendance would prolong, to their incalculable benefit, their school life for another year, in the hope of qualifying for a certificate that would testify to their having obtained a good elementary education. Another advantage of this regulation would be that it would apply equally to town or country, wherever compulsory attendance was in force. Something is badly needed in Belfast to bring the work of the Primary school more closely into touch with the curriculum in technical classes, and I beg to offer the foregoing suggestion as at least a step in that direction. It may be objected that this suggested regulation would not apply to half-time pupils, but for these it would be easy to retain the present system of granting certificates upon examination, irrespective of attendance.

Mr. Ross.
 Revised
 Programme.

Since the introduction of the Revised Programme, there is undoubted evidence of a growing mental alertness and intelligence on the part of the pupils. This is especially observable in schools where Object Lessons are skilfully dealt with. In such schools the older children are now frequently able to give in correct language, either oral or written, some coherent information, derived from their own observations, of an object placed in their hands, or in regard to the steps of an experiment that they have conducted or witnessed. Thus, I believe that many schools are gradually coming up to the central idea of the teaching of English suggested in the Revised Programme, viz., the cultivation of expression in the spoken language and the cultivation of expression in the written language. The gratifying improvement in Reading is, on the whole, well maintained; occasionally one meets with evidence that pattern reading, which has not been preceded by imparting an intelligent grasp of the meaning, has been too freely resorted to. Analysis is in general successfully taught, but correction of grammatical errors calls for more intelligent teaching. The use of maps in connection with Geographical Readers, which had somewhat fallen into abeyance, is now being cheerfully resumed in all the schools. I cannot, however, speak favourably of appeals to the intelligence in connection with the lessons in Geography by directing the attention of the children to the features of the country surrounding their schools, or in training them to recognise, from their own observation, the cardinal points.

Manual
 Instruction.

Manual Instruction has made but little progress in the rural schools, owing to the fact that very few of the teachers have yet had opportunities of attending classes. In the city, Paper-folding and Brickwork have been extensively introduced. Undoubtedly Paper-folding, under the guidance of a skilful teacher, becomes a valuable exercise; it calls for thought on the part of the children; develops their powers of observation, and cultivates manual dexterity. This exercise in most schools is now very properly confined to the lower standards, Brickwork taking its place with the more advanced children.

Vocal Music,
 Drawing, and
 Drill.

Vocal Music, Drawing, and Drill are now very generally included as part of the regular curriculum; in fact it is exceptional to meet a school in which these branches have not been introduced. Drill is all but universally practised, and there is none of the new branches that is at once so popular and so successful, a fact that reflects especial credit upon the teachers, as it was without the aid of organisers and entirely on their own initiative and at their own expense that the instruction necessary for carrying out this portion of the programme was obtained. I have met with only two schools—Belfast Model School and Sussex-place Convent School—where Cookery has been taken up, and in the Model school some demonstration lessons in Laundry have also been given.

Progress
 Books.

The general adoption of Progress Books is now needed to render the instruction in the various branches more systematic and definite. Their use will also tend to encourage more regular planning and preparation of the lessons to be taught. These

books, like the school account books, should be supplied free to the schools, so as to constitute them the property of the Commissioners.

Mr. Ross.

The instruction of monitors and pupil-teachers is regularly and carefully attended to, but their professional training as apprentice teachers has not in the past received sufficient or systematic attention.

Monitors and
Pupil
Teachers.

Judged by the standard of managerial efficiency that prevailed under the results system, the majority of the clerical managers of this circuit show appreciation of the importance of the duties they have undertaken to perform. Among these efficient managers the Roman Catholic clergymen must be awarded a prominent place. They visit their schools frequently, they look after repairs, and use their influence to secure regular attendance. They attend without fail the annual inspections, and on these occasions I am often struck by their ready recognition of the children by face and name. For the successful management of schools, important special qualifications are necessary—education, intelligent interest in school-work, and leisure to visit the schools during working hours. As a rule, these qualifications are less likely to obtain among lay managers than among clerical managers. Here and there some of the most enlightened managers in the circuit are laymen, but the bulk of the lay managers have other pressing engagements on hand, and the duties performed by them as managers are merely nominal. I am obliged to add that the nominal managers are not all of them laymen. Many clerical managers completely fail to realise the importance of the influence they could bring to bear upon the moulding of the character of the children in the schools by frequent visits, and by tactful, kindly words of encouragement or admonition.

Managers.

As regards the holding of test examinations of pupils, organisation of the schools, or preparation of suitable alternative programmes, no manager in this circuit, so far as I am aware, has availed of the increased power of initiative which he is invited to exercise under the Revised Programme. Only three or four schools out of over 400 have submitted alternative programmes. These programmes were in each instance, so far as I can learn, drawn up by the teacher.

Though in a considerable number of cases in the city the attention of the parents of the pupils and of the general public is drawn to the work of the schools by evening entertainments at which the school children contribute some items, such as Singing, Recitation, or displays of Physical Drill, I see no evidence of any intelligent interest in the welfare of the schools, or in the introduction of the new scheme. As this circuit has among its residents probably a larger proportion of wealthy people than any similar area in Ireland, if any well-informed interest in Primary education existed, it would surely manifest itself in the shape of financial assistance towards the provision of school libraries and of the necessary equipments for carrying out the new work. Practically no such assistance has been

Local interest.

Mr. Ross.
Local
Interest.

forthcoming. There are upwards of 400 schools in this circuit, and I have met only three instances of anything being raised locally towards the provision of equipments for Elementary Science. For Manual training equipments, or towards the formation of libraries or museums, not even one case of a local contribution came under my notice. The attitude of the parents in this matter—at least their attitude as represented by the managers seeking equipment grants, is far from creditable—various excuses for the absence of local effort are put forward in these applications, but when summed up they simply declare that the parents will contribute nothing for the purpose of equipments.

Optional
and Extra
Branches.

The demands upon the time and attention of the teachers in introducing various new subjects have left little opportunity for the teaching of optional and extra branches. In the section of the circuit in my own immediate charge for the past year, the only school in which extras were extensively taken up was the Model school, and here a very large class of boys was presented in Mathematics, while smaller numbers were put forward in French and Latin. Irish was presented as an extra branch in two schools. In some two or three schools Mathematics was taken as an extra branch, but leaving out the Model school, only about ten pupils in all were presented in this extra.

Evening
Schools.

The substantial grants awarded to Evening schools have led to their establishment, for the present session 1902-1903, in largely increased numbers. This increase is more marked in rural localities than in the city. Last session the most characteristic feature of these schools was the rapid falling away in attendance when they had been a few weeks in operation. In the present session for so far the attendance is steadier. Pupils who persevere in attendance throughout the session undoubtedly profit by the instruction—this is especially observable in the case of illiterates or semi-illiterates. Evening schools for girls alone are, as a rule, confined to the city. The pupils are mostly mill-girls or employees in warehouses. A large proportion of these girls on joining the Evening schools can read and write with fair fluency, and for them mere literary instruction is but of little profit. The subjects that should be taught to such girls would be Needlework—which, by the way, they dislike intensely—Cookery, Laundry, and Domestic Economy.

Multiplication
of small
Schools.

Frequent reference is made by Inspectors in the North of Ireland to the undue multiplication of small schools. A plausible defence of this abuse is that in rural districts the younger children could not, without serious hardship, walk the necessary distance if the schools were further apart. Now it seems to me quite possible to attach due weight to this contention where it applies, and yet to mitigate in some degree at least the injury to education worked by such an arrangement of schools. In my experience this evil in its most aggravated form is met with in provincial towns and villages, or in the neighbourhood of such places. I would, therefore, suggest

that small schools within say two statute miles of a town or village, should be converted into preparatory schools, and placed in charge of female teachers. No pupil beyond Third Standard should be recognised in such schools except in the cases of deformed or sickly children. Children of ordinary health and strength who have reached the age of eleven or twelve years, could not only without injury, but even with positive benefit, walk two, or even three miles to school. In the towns and villages there should be prompt withdrawal of grants from schools held in defective buildings or conducted inefficiently. Of those that remained, managers should be asked to come to an understanding as to which school should be recognised as infant, or preparatory, or senior, respectively. As the schools I have under consideration are all under Protestant management, the question of religious instruction should not present an insuperable barrier, especially in view of the deplorable and widely-spread evil that this suggestion is meant to remedy.

I am, Gentlemen,

Your obedient Servant,

J. Ross,

Senior Inspector.

The Secretaries,
National Education Office.

General Report on Limerick Circuit.

LIMERICK,

1st February, 1903.

GENTLEMEN,

Referring to your circular letter of the 11th November last, I have the honour to submit a General Report on the Limerick Circuit for the year 1902. The circuit consists mainly of the three districts which, under the old system of inspection, had Limerick, Ennis, and Rathkeale respectively for centres. It extends over portions of four counties—Limerick, Clare, Cork, and Tipperary. Speaking roughly, its area includes about three-fourths of the County Limerick, two-thirds of the County Clare, two baronies of the County Cork, and one barony of the County Tipperary. The frontier of the circuit on the

Mr. DALTON.
The Circuit.

Mr. DALTON.

Tipperary side has recently been extended by the addition of twelve schools, which have been transferred from the Ballinasloe circuit. These schools are all situated in or around the valley which stretches from Killaloe and Nenagh, and are much more accessible from Limerick than from Ballinasloe. The number of schools now operative in the circuit is 384. The number returned in my last report was 373. The net increase of eleven schools is the joint result of the addition of twelve schools, as already explained, from the Ballinasloe circuit, and of the withdrawal of grants during the year from one school of this circuit.

School Accommodation.

The character of the accommodation afforded by the school-houses varies very much, the variation extending over the entire octave of gradation from good, or even excellent, down to very bad. A bad building may be discovered here and there in almost any part of the circuit, but the number of such buildings becomes formidable only in the County Clare. In a few parishes of that county, parishes too which cover an extensive area, most of the school-houses have been allowed to fall into disrepair. The state of the buildings in one of these parishes forms, and has formed for a long time, an ugly blot on the official repute in this respect of the district to which they belong. The provision of new school-houses in this locality is urgently needed, and will not, I expect, be much longer delayed. The late manager, whose death took place a few months since, had been making feeble attempts for some years to cope with the situation; but, owing to failing health, and to the number and formidable character of the physical difficulties to be encountered, his exertions proved wholly unequal to the occasion.

Non-vested Buildings.

The school-houses, in this instance, are of the non-vested class, and of an antiquated type which, even in their original design and appurtenances, are quite unsuitable for present scholastic requirements. It would be a waste of money to attempt to repair them; for, even though the structures were capable of being permanently and adequately repaired, they would still remain unfit for many of the purposes expected to be fulfilled by schools of the present day.

Vested Buildings.

In one or two other parishes of the same county I came, during the past year, on a number of vested school-houses which have also become more or less dilapidated. Some of these houses have not been very long built; and, judging by their present condition, it is evident that when they left the hands of the contractor, the new fabrics must have concealed under the surface a good deal of inferior material and of inferior workmanship. Little or nothing appears to have since been done to make good the effects of time and climate; and the buildings, in consequence, are showing well-marked signs of premature decay. It seems a pity that some organised means should not be available for keeping vested school-houses in regular repair. Trusteeship, in so far as the obligation attaching to it in this respect is concerned, may be regarded as

a legal fiction. The obligation has never been enforced; nor would there appear to be any practicable way of enforcing it. The duty falls altogether on the manager, and the manner in which it is discharged depends mainly on the manager's conception of its importance, coupled with his working capacity and his organising power. Mr, DALTON.

The cases I have quoted are extreme instances, and the managers concerned have, I believe, been prevented by delicate health from doing what they would wish to fulfil this public duty. On the other hand, I have met several clergymen who have developed a real taste, and even passion, for building. It is not uncommon to meet a manager of this class who will continue, for years, to devote his best thoughts and energies to the labour of building schools and churches, perhaps in two or more parishes in succession. A manager of my circuit—a leading dignitary of his diocese—quite recently expended upwards of £100 out of his own pocket in repairing and ornamenting a little school-house that had been handed over to him in a neglected state. A considerable number of clerical managers make building a large part of their life-work; and—apart from the functions proper to their sacred office—they often look back with chief pride to their achievements in this special field of labour. But strength wanes with the advance of years, and, while the government of a school remains in old and feeble hands, the building, it must be admitted, is often allowed to take care of itself. School Supply.

It is to be remembered, of course, that the erection of a school-house by means of a Government grant is frequently a big undertaking; so big, that it is liable especially to frighten and deter the elderly managers, who have had previous experience of the trouble and labour involved. It sometimes happens that several years have to be spent in wearisome negotiations about sites and titles with landlords, tenants, agents, courts, trustees, mortgagees, *et hoc genus omne*. When, eventually, the case is put into official form, legal obstacles of one kind or another are prone to spring up quite unexpectedly, and to prolong indefinitely the inevitable period of correspondence and inquiry that precedes the final and practical stage of the business. A few months ago I heard a manager congratulate himself on having brought to a successful issue a building application that had been reported on some two or three years before. At different times he was about abandoning the case in despair, so many and intricate were the legal difficulties with which it became entangled; but, by persevering tact and patience, he at last succeeded. Meantime the school children of the remote glens and mountains for which the school is intended have had to pass winter after winter in a draughty, dilapidated building that is almost uninhabitable. To ensure that the public needs in regard to the provision and maintenance of school buildings shall be fairly and adequately met, three *desiderata* appear to me to claim practical attention at the present time. They are (1) the shortening and simplifying of legal procedure in

Mr. DALTON. connection with building applications, (2) a revision of the official plans, and a more liberal scale of grants proportioned to the increased cost of materials and of construction, (3) the organising of local aid for the purpose of school repairs and equipment.

Managers. The managers have, as heretofore, shown themselves most anxious to confer with me about their teachers and schools and rarely have they exhibited any unwillingness to give practical effect to my suggestions and recommendations. As a rule, they take a great interest in the annual examinations. They were always interested observers on these occasions, and never more so than they have been for the last year or two. Those of them who have been the most regular and vigilant in their attendance at the inspections have been the readiest, if not to express their complete satisfaction with the soundness of the principles on which our present system of education is based, at all events to confess that any misgivings they might have had on this important subject were being rapidly removed. They have not yet utilised, to any appreciable extent, their power of initiative in respect of the preparation of special programmes, though they frequently consult with the teachers, and give advice as to the adaptation of the official programme to local needs. I am not aware that any managers of the circuit have held formal test examinations of the pupils; but several of them in the course of their visits to the schools are in the habit of questioning informally some of the pupils and classes which they may find under instruction, and of helping forward the school business by the stimulus of their presence and of their personal exhortations to teachers and scholars. In some cases the supervision which they exercise is very general in its scope and character.

School Government. I have found that some of the more thoughtful of the managers, and among the number those of them who have had personal experience of educational work—acquired when, in their earlier days, they were engaged as professors in colleges and seminaries—were inclined to demur to suggestions that they should carry interference with the professional duties of the teachers beyond the limit of general direction. Remembering that, in their years of schoolmastership, they had found freedom necessary for their own success, and would have disliked too active interposition even on the part of an enlightened superior, they seemed to consider it incumbent on them, in their capacity of managers, to avoid anything in the nature of meddlesomeness.

Managerial Duties. And, indeed, in the case of a really good and efficient teacher, there will be little occasion for either manager or inspector to inter-meddle in his work, or to map out the exact lines on which he is to walk. And that being so, the first and prime duty of the managers is to staff their schools with good teachers. This is a duty which, I am pleased to say, they fully recognise. When vacancies occur the managers make diligent search for the best teachers to be found. They frequently consult me on

such occasions, and are largely guided by my estimate of the relative eligibility of the candidates. Unfortunately, however, not all, nor even a large proportion of the teachers in actual service, are unqualifiedly good, and the amount of guidance and of interference that a manager might judiciously exercise in an individual case is a practical question that will often tax to the utmost his tact and insight, as well as his sense of duty.

By keeping a close watch on the admissions to the teaching service, managers might, as I have explained, do a vast amount to lighten for themselves and for their successors the responsibilities which devolve on their position, and which devolve in the most acute and annoying form in the case of the badly and indifferently taught schools. By wisely exercising the prerogative of dismissal, where the circumstances demand it, they might do something more. This is a managerial prerogative, however, which appears to have fallen wholly into abeyance. The removal of teachers for incompetency is a duty which is now left by the managers altogether to the Department, aided by the advice of the Inspectors. It is obvious that the abrogation of their authority in this respect by the managers does not advance the cause of efficiency in the schools.

The more active of the managers have interested themselves in carrying out some of the official recommendations, such as the provision of school libraries. Quite a number of the schools now enjoy the advantage of possessing a respectable collection of books for the use of the pupils. Assortments of natural objects—each of them the nucleus, at least, of an instructive school museum—are also to be found here and there. Schemes of book prizes, or of other rewards, for pupils who distinguish themselves by regular attendance and by progress in their studies, are not so common. I have found them in operation in only a very few cases; but I could wish, for the sake of the beneficial results they produce, that such schemes, even in a simple and inexpensive form, were universally adopted.

The teachers as a body continue to do their work faithfully, and they everywhere manifest an earnest desire to improve themselves in the methods necessary for handling effectively the newer branches of their duties. Wherever a class or course of instruction happens to be arranged under an organiser, or special lecturer, the teachers of the surrounding country are, as a rule, most eager to attend, and most diligent in their attendance. In this circuit we have not been favoured with many such classes up to the present. During the past year a course in Manual Training and Drawing was conducted in Charleville by a lady assistant of Mr. Bevis; and courses in Vocal Music have recently been given in Ennis and Limerick by an assistant of Mr. Goodman. These courses were welcomed with enthusiasm by the teachers of the schools in the neighbourhood, many of whom travelled several miles night after night to attend, often at great inconvenience and in inclement weather, counting themselves fortunate in being admitted, and not reckoning the hardship involved in severe

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Teachers.

Mr. DALTON. night travelling and night study. I have reason to know that these courses proved very beneficial to the teachers who were privileged to attend them, and very helpful in promoting the introduction of improved methods of instruction into the schools.

New subjects. We have not had the advantage as yet of a course of Elementary Science in any part of the circuit. Some twenty or more of the teachers of the circuit attended a course in this subject which was given in Cork during the last summer. Equipment grants have been made to several of the schools conducted by these teachers, and I expect that a fair number of them will now turn to good account in their school-work both the apparatus and the special training which they have received. Very few teachers of the circuit have, so far, attempted any systematic work in Elementary Science. Object Lessons, of one kind or another, are to be found in almost every school. These, for the most part, are merely conversation lessons on familiar objects and animals; and, even as conversation lessons, they do not, as a rule, reach a high level of educational utility.

Object Lessons. There is no better test of a teacher's skill and originality than his mode of treating an object lesson. This is the one performance of the school day in which the resourceful and well-prepared teacher will, most quickly and conspicuously, single himself out in advance of his fellows. It is the performance, also, in which the helplessness of the unprepared and incapable teacher is soonest exposed. It might, therefore, be expected that, in ordinary cases, the Object Lesson should serve as a valuable instrument for gauging the general competency of a teacher. In practice, however, I do not find this to be the case. The inefficient teachers, and the teachers of high efficiency, are readily differentiated from the general body; but it is remarkable to what an extent the methods everywhere adopted by the large class of teachers who take an intermediate place in the scale of efficiency resemble one another.

Bad Methods. In a few extreme cases I found that the mode of treatment was reduced to the simple formula:—"Tell me all you know about——?" while the empty form of holding up in the hand the particular object under inquiry only served to make the teacher and his "lesson" more painfully ludicrous. In one case of this kind, where the teacher had done her work conscientiously according to her lights, the question elicited from the scholars a recital, badly composed and badly delivered, of the properties, uses, and other accidents, of the "object"; which, as a mischievous abuse of the faculty of memory, surpassed anything I had ever heard, even in the most crudely mnemonical forms of teaching prevalent in the results' examination days. In one or two instances the question failed to evoke any answer at all, and the only help which the teachers seemed able to contribute towards supplementing it, or working otherwise into the subject, consisted in the admonition—"Go on: you know something."

The teacher who understands his business recognises that every lesson he gives should partake, more or less, of the character of an object lesson. It should, as far as possible, be illustrated objectively by concrete specimens or pictures, or diagrams suited to the nature of the subject, where such are available; and, failing these—rather, I should say, supplementing these—by blackboard sketches and demonstrations. Even in the subjects that have least to do with the external world the principle of objectivity should be utilised to facilitate the pupils in acquiring a thorough understanding of the lesson. For this purpose the subject-matter will be briefly outlined by the teacher on the blackboard, the leading points being drawn out in their proper order and relationships; and the teacher who is proficient in his art will display his skill in the appropriate use of letters and numbers for marking the sub-divisions of the subject; nor will he ignore the advantages derivable from the use of chalk of different colours, and from many other devices for engaging the attention and quickening the apprehension of his pupils.

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The Objective Principle.

But to excel in this, or in any other branch of his duties, a teacher must make diligent and systematic preparation for his work. He must not confine himself to the mere study of books, nor to the application of text-book methods, in the lessons he has to treat. Books, of course, he will study extensively, but, in the last resort, the book which will give him the most valuable instruction is the great volume of his own thoughtful experience. Pondering on the results of each day's labours, and noting for future use the best thoughts and ideas that occur to him as he grapples with the practical problems that class teaching and school organisation are constantly presenting for solution, he will daily enlarge and strengthen his capacity for dealing with the work of the morrow. It is a remarkable fact, however, that while this truth is, no doubt, generally recognised, the recognition of it is, by a great many teachers, allowed to continue barren and inoperative. I endeavour to impress upon teachers, almost every day of my life, that they should begin by keeping a memorandum book, in which they will jot down at odd moments such brief notes arising out of their personal experience as might be helpful to them in perfecting their methods and in rendering their instruction more effective. These rough memoranda, when extending over a sufficient period of time and embracing the full range of subjects taught, would furnish the choicest and most appropriate material for the preparation of special guide-books for practical school work; and, when systematised and arranged in forms best adapted to the needs of the school for which they are intended, a body of notes—a veritable *vade mecum*—of permanent and unpurchaseable value to the teacher would be the result.

Preparation for Work.

Regular preparation pursued in this way leads speedily to system, to intelligent and well-considered effort, to efficiency. To what extent is it practised? Very little, it must be con-

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fessed. I might illustrate and enforce the truth of this avowal by reference to the forms of teaching adopted in almost any subject taken at random out of the body of the official programme: I shall confine myself to one, but the subject I select is one of prime importance.

Illustrations.

It is a common experience of mine to see a teacher pouring on his pupils a regular battery of questions in Mental Arithmetic out of a printed manual on the subject, and contenting himself with receiving mere answers, regardless of the processes by which they were evolved. The method, wooden though it be, increases no doubt the expertness of the pupils in mental calculations. But the empirical power which they acquire might be multiplied many times over if it were informed and enlightened by a trained insight into the relationships of numbers and the hidden adaptability which all kinds of numbers possess for being readily resolved and combined. To cultivate this power to the degree of which it is capable, the teacher will invite the co-operation of his scholars in pursuing independent lines of investigation; and he and they will test and record their results, and develop the more promising of them into original rules of their own making. An Inspector, however, will look in vain at most examinations for note-books containing treasures of this kind. He may consider himself fortunate if he finds a fair supply of note-books of a much more rudimentary type—bald collections of crude, undigested materials, intended, possibly, more for technically fulfilling a troublesome code requirement than for actual use in the schools.

Improvisation.

The good teachers are coming to recognise more clearly the duty of systematic preparation, but, in the effort to discharge it, many of them are as yet but feebly groping their way. The numerous class of fair and mediocre teachers rely almost exclusively on mere improvisation. A "lesson" for them is not the accomplishment of a previously planned, definite purpose; or the skilful application of a selected method to a clear, educational end; or the development of active currents of thought in the minds of their scholars. It is, to a large extent, the same old humdrum performance—the same tiresome round of senseless questions and answers—that has become familiar and mechanical from long habit.

Improvement,
Extent of.

While this continues so, that substantial improvement of the pupils in mental grasp and intelligence, which we all so anxiously look for, will not be fully realised. Improvement has, undoubtedly, been already effected. The pupils read and recite much better than heretofore; they have a clearer comprehension of the contents of their reading books; and they are able to talk more sensibly and becomingly about the matter of their reading lessons. In the application of their faculties to the understanding of concrete facts and phenomena, teachers and pupils have made some advance in emancipating themselves from a helpless dependence on books. There is some evidence of the growth of habits of steady and accurate obser-

variation, of increased power of arranging the results of observations in commonsense and connected order, and of more easily and fittingly expressing the mental impressions in oral speech and written composition. The pupils have a more practical acquaintance with the elements of Arithmetic, and are readier and more dexterous in the numerical calculations likely to be serviceable for the uses of after life. So much cannot be said respecting some other useful subjects, such as Grammar and Geography. These hard-wrought subjects in the days of results fees have suffered an eclipse; but the better instructed teachers, who have never lost sight of their educational value and importance, have begun to draw them out to the light again, and to give them their rightful place in an adequate and comprehensive English course.

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It goes without saying that a programme, no matter how good in itself, has to depend altogether on the manner in which it is taught for its efficacy as an instrument in producing intelligence. It can do so only in so far as the larger demands which it may make on the intellects of the teachers are fulfilled. A teacher whose mental habit is chronically dull and inert, need not hope to make other than slow scholars under any programme. On the other hand, a teacher of keen, energetic intelligence will seldom fail to turn out quick-witted scholars. For intelligence is endowed with a responsive property, and by its very nature expands and unfolds itself under the influence of an animating intelligence. And while freely responsive, intelligence is also self-communicative, and it is because of this twofold activity of human intelligence that an educator who would bring out the latent capacities of the intellects of his scholars, must first make sure that his own intellect is working well in itself, and well for the purpose in view.

Intelligence,
Conditions of

The effective organisation of the schools has given the teachers a good deal of trouble ever since the introduction of the new scheme. They have tried plan after plan, experimented on time-table after time-table, and after repeated trials many of them seemed disposed to give up as insoluble the problem of perfecting a satisfactory working arrangement. In most cases now, however, the time-tables have got into workable shape, and the teachers have come to fairly understand how to distribute their time and attention among the various subjects. The difficulties encountered appeared to me to arise largely from a radical mistake in the usual mode of attacking the problem. Most of the teachers of small schools began at the wrong end. They retained the full number of standards or classes, and endeavoured to pack on paper into the weekly space for each standard the long list of subjects and of divisions of subjects set out in the Revised Programme. The time-table thus produced, proving unworkable, had to be revised, and the process of revision and of re-revision has been going on up to the present.

Organisation.

The commencement, of course, should have been made with the pupils. The majority of the schools of this circuit are

System
recommended.

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ordinary rural schools conducted by a single teacher. In a school of this kind the pupils should be arranged in two broad, manageable divisions, and the sequence of work should be so ordered that while one of these divisions is usefully employed in the desks, the other shall be receiving an effective floor lesson. Two effective lessons, one conducted in the desks and the other on the floor or gallery, should be provided for every half-hour or lesson-period throughout the day, and the subjects for each division should follow each other in a judicious and appropriate sequence.

An adaptation
of Bipartite
plan.

So far, there is nothing novel in the mode of procedure. We are but utilising the plain principle of the bipartite system—a system as old, I suppose, as the first organised attempt to regulate the working arrangements of primary schools. It is in proceeding onward from this point we should depart from the past traditions of National schools. Each of the divisions may, for certain subjects, be taught in *globo*; but, as a rule, each division should be further sub-divided into two parts. In these four divisions, the four ultimate units for class instruction are reached. They will naturally be enrolled in four different standards; and the teacher should bring his best judgment to bear on the question of determining the most fitting standard for each. The teacher will then have four, and not more than four standards, to look after; and, according to the plan proposed, he will at no time have more than two distinct drafts, in addition to the division in the desks, simultaneously under tuition. His task, therefore, should not at any time prove overpowering; nor will he be liable to have his attention distracted by having too many irons in the fire; while in some subjects, in which the grouping of standards is permissible, he may concentrate his efforts as much as he pleases.

The
"grouping"
principle.

In the application of the grouping principle, however, a timely caution appears to me to be necessary. The principle has been found in practice to afford such welcome relief from the harassing distractions of ordinary standard management that its adoption is in danger of being carried to excess. In some schools recently examined, I have found that all the pupils are instructed simultaneously, and in pretty much the same course, in certain subjects, such as Vocal Music, Object Lessons, Drawing, and Drill. This is clearly an abuse of the principle. When introducing one of these subjects, a teacher may, for some time, legitimately combine the junior and senior divisions for instruction. But, after he has made a little headway, the separation into divisions, at least, should be reverted to. A conscientious teacher who possesses any knowledge of a subject which is at all worth communicating, will be ashamed to be seen offending against commonsense and the interests of his advanced pupils, by treating his Sixth Standard and his infants to exactly the same measure and kind of instruction.

Attendance.

On the question of school attendance, I have little to add to what I wrote in my last general report. In that communication I gave some account of the causes which affect attendance

detrimentally in this circuit. I traced the injurious operation of these causes in producing irregularity, a premature withdrawal from school of the senior boys and girls, a general lowering of averages, and other associated consequences of serious import to the schools and to the rising population. The history of the last school year in this circuit is remarkable for the extent to which the compulsory clauses of the Education Act of 1892 have been taken advantage of for the purpose of checking these evil tendencies. School Attendance Committees have been constituted under the Act all over the County Clare, as well in the rural as in the urban districts. The work of these Committees is, for the greater part, still in its infancy. There is, therefore, little to be said about it, unless one were to assume the role of prophet. It is an ungracious thing to prophesy failure for any well-intentioned public project. Yet, from my knowledge of the local circumstances, and my experience of Attendance Committees elsewhere, I must confess that I do not anticipate a large measure of success for the labours of these bodies. The portion of the circuit which extends into the County Tipperary is included also in the area of operation of an Attendance Committee. No attempt has yet been made to put the Compulsory Act into force in the Counties of Limerick or Cork. The matter has been much discussed, however, during the past year at the Limerick County Council, and it is expected that that body will soon take the necessary initiative for applying the provisions of the Act to the several rural districts of the county.

The Model schools have been efficiently conducted during the past year, and the members and the staff have given good satisfaction in the discharge of their duties. The pupil teachers have, as usual, been studious and dutiful, and they have all passed their examinations with creditable success. The efficient training of the pupil teachers continues to engage the best attention of the principals of the several departments. The male pupil teachers all succeeded in obtaining entrance to Training Colleges on the results of their examinations in April, 1902, before they had completed their first year's course of pupil-teachership. The teaching power of the male department of the school has suffered in consequence; and, owing to the difficulty experienced in getting a sufficient supply of male candidates to fill up annual vacancies, the limited staff of male pupil teachers has been reduced in number.

I cannot report very favourably on this occasion on the subject of the training of monitors. At the school examinations in their special programmes held during the last quarter of the monitorial year, several of the monitors of the section more immediately under my charge proved to be imperfectly prepared. My colleague, Mr. Hughes, who has conferred fully with me on this and on the various other matters coming within the scope of this report, has had a similar experience. The changes made in the monitorial programme from time to time, and the general uncertainty that appears to have prevailed

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School
Attendance
Committees.Model
Schools.

Monitors.

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throughout the year as to the precise requirements in several particulars, no doubt impaired to some extent the continuity and the efficiency of the training which the monitors have a right to receive from the teachers of the circuit. The abolition of the gratuity system of payment has probably worked in the same direction. Now, when a new monitors' programme is in the hands of the teachers, and when they can no longer allege ambiguity as to what exactly is required of them in respect of monitorial instruction, it may, I hope, be expected that they will discharge more effectively their duty to the monitors. I have long since learned from experience that there is no branch of an Inspector's duties which demands closer watchfulness on his part than this one of the training of monitors. It is only, however, when he has made himself thoroughly acquainted with the individual personality of every one of his teachers and monitors—with their dispositions and their habits and modes of work—that the most vigilant Inspector is in a position to take adequate measures for the proper performance of this duty. As the present inspection arrangements rather limit the opportunities of the individual Inspector for acquiring this requisite knowledge, in so far as it is derivable from his own observation of the schools of any given area of the circuit, the necessity for a free and constant interchange of information and of opinion—for frequent and mutually helpful conference—between himself and his colleagues, becomes patent in this, as well as in other respects.

Extra
Branches.

The extra and optional branches taught in this circuit are practically confined to two subjects, viz., Mathematics and Irish. The course in Mathematics has been found to be rather heavy, and very few teachers have so far attempted it. As a rule, those who have undertaken the course, being for the most part capable men, have succeeded fairly well. The teaching of Irish has extended everywhere over the circuit during the past year. A large number of the teachers have taken industriously to the study and teaching of the language. In most cases, a good proportion of the pupils succeed in passing the official test, and in earning for the teachers the handsome results fees, by which the teaching of the subject is so liberally encouraged. I doubt, however, whether there is much real teaching of language in these Irish classes, and I am not sanguine that the living, spoken language can be reached, or even approached, through the medium of the teaching which is now spreading so rapidly from school to school.

Evening
Schools.

The number of Evening schools in the circuit is increasing, but the rate of increase is slow; and continuation courses of instruction are not, nor do they appear likely to become, a distinguishable feature of the school-work of the circuit. We have eleven Evening schools in operation at present. Seven of these have been newly opened this winter. On the other hand, two of the Evening schools which were operative last year have been discontinued. The net increase is not indicative of any active local tendency to avail of the facilities now afforded by

the Commissioners for establishing Continuation schools. I Mr. DALTON.
 have personally inspected, for the preliminary report, six of
 the Evening schools which were recently opened, and I have
 found them in all cases doing useful work—the kind of work,
 indeed, that needs and deserves the encouragement of generous
 State aid. One of the newly opened schools, situated in West
 Clare—the pioneer school of its kind in that part of the coun-
 try—not having yet been inspected for the report upon the
 application for grants, has not at this date received official
 recognition.

I am,

Gentlemen,

Your obedient Servant,

J. P. DALTON.

The Secretaries, &c., &c.

General Report on Armagh Circuit.

ARMAGH,

January, 1903.

GENTLEMEN,

In obedience to your instructions of the 11th November last, Mr. MURPHY.
 I beg to submit a General Report on the schools of the Armagh
 Circuit, inspected within the year ended the 31st December,
 1902.

The circuit area lies within the Counties of Armagh, Tyrone, Description of
Circuit.
 and Down, and is divided for the purposes of inspection into
 three sections, which may be called the north-west, north-east,
 and south sections. The radial lines of inspection work for the
 three sections are as follows :—

North-west section—131 schools—Armagh to Dungannon
 and Cookstown. North-east section—143 schools—Armagh to
 Portadown, Lurgan, and Banbridge. South section—129
 schools—Armagh to Aughnacloy, Tandragee, and Newtown-
 hamilton.

The circuit boundaries have been somewhat altered from the
 1st January, 1903, owing to the abolition of the existing sub-
 centres. Nine schools in the neighbourhood of Waringstown
 have been transferred to Belfast No. 2 Circuit, and twenty-six
 schools in the neighbourhood of Moneymore, Co. Derry, have
 been transferred from Ballymena to Armagh.

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As a result of this redistribution, the number of schools in the circuit has been increased from 403 to 420, while at the same time a more equable apportionment of inspection work between the three sections has been made.

During the past year Mr. Morgan has been in charge of the south section, and Mr. Yates of the north-west, while the north-east section was under my immediate supervision; and I may say at once that the ordinary routine of inspection allowed very little time for general supervision of the circuit. My information as to the condition of the schools in Co. Tyrone and South Armagh, and as to the character of the work done in them comes from my colleagues, whom I have the opportunity and pleasure of meeting frequently in friendly and useful conference.

Accommodation.

Of school accommodation there is more than sufficient. Over 400 schools—a large number of them very small (and practically denominational)—are crowded into an area of which the greatest length is forty-five, and the greatest breadth thirty-six miles.

This description, however, applies more to the north-west and south sections than to the north-east, where the distribution of schools has followed pretty closely the need for them as created by the establishment of weaving factories and the growth of the industrial population.

About a dozen schools are overcrowded; but, on the other hand, in many localities double the present attendance could be accommodated. The school-houses in the Counties of Armagh and Down are generally good substantial buildings, and as a rule they are kept in a fairly satisfactory condition; but in Tyrone there are a number of unsuitable houses, and a number in need of thorough repairs. Two bad houses in this part of the circuit have been replaced during the past year by vested houses, and applications for building grants have been made in three other cases. In four schools in Lurgan there are more pupils on rolls than the school-rooms accommodate, while on the other hand the Lurgan Model Schools, which afford accommodation for 660 pupils, have an average attendance of only 258. The Lurgan Male and Female new vested schools are just out of the hands of the contractors; a building grant has been asked for by the manager of the Queen's-place School, which is at present held in very unsuitable premises; and a new boys' school under the De La Salle Brothers has recently been opened in William-street, Lurgan, by the Rev. M. B. M'Conville, P.P. In Portadown the school-going population is increasing, and the existing accommodation is all needed. An application for a building grant has been made by the manager of the Thomas-street Schools, which are growing rapidly.

A praiseworthy effort is made in many of the town schools to bring them up to date by improving the buildings, and by better furnishing and equipment. The teachers of these schools are, as a rule, keeping well abreast of the times, and their co-operation with the management as regards the mate-

rial conditions under which the school work is done is one of the hopeful signs for the future. There has been, as I have said, a very considerable expenditure on substantial improvements, and the teachers on their part have followed this up by a growing appreciation of the importance of fitting the ordinary surroundings of school life to the manifold requirements of thorough educational work.

The want of good gallery accommodation is almost universally felt, while in the larger schools it will be necessary to provide more commodious and better-appointed class-rooms. In the absence of State aid for such purposes, the process of improvement in this direction will be a slow one in non-vested schools.

As to the rural schools, the difficulty of raising funds seems to be an almost insurmountable obstacle. I find that during the past year a sum of £228 has been expended by teachers in 151 schools, and a further sum of £458, raised from other local sources, spent in 101 schools on equipment. These local subscriptions are encouraging to a certain extent—they would be more so if they were more general, and less of a burden upon the teachers.

Sanitary arrangements are often defective in the rural schools, especially when means for flushing cannot be provided. In such cases the arrangement is often an open cesspool at the back of the out-offices, which it is not considered necessary to clean out except at long intervals. Out-offices of this description cannot but be a fruitful source of disease, especially when, as often happens, they are built against the school-house wall. Even when the offices are of suitable construction, I frequently find them in a very dirty condition, and it is evident that many teachers neglect to look after them in any way. Not unfrequently I meet with the same state of things in urban schools, where the danger is much greater, and the health of a large community is concerned. In these cases it is plain that the responsible sanitary officer is not doing his duty.

But the defects usually noticed are more often than not attributable to a want of taste on the part of the teacher; they could easily be removed by ordinary attention to cleanliness and tidiness in the school-rooms and play-grounds, and by a very small annual expenditure. Many of the rural school-houses have no roof-spouting, the external walls are discoloured with an ugly moss-growth, and the walls of the school-rooms are too damp to hang maps or charts upon, or even to retain the colour which is laid on from time to time. The school-rooms are kept in better condition than they used to be, but the average country school is still far from being a model of cleanliness, order, or tidiness. Walls are not properly dusted, and the wall-hangings very frequently include soiled tablets, disused charts, and such like. The floors are badly swept and seldom washed. They usually have a dark squalid appearance, which, it is invariably urged, is the only possible appearance for a country school-room floor to have. Wholesale splash-

Mr. MURPHY.
Accommodation.

Sanitary arrangements.

Mr. MURPHY. ing from bucket or water-can before sweeping is part of the traditional method of daily cleansing; the mud is effectively laid and made a fixture, till the next day's Drill sets dust and microbes innumerable dancing in the air. The scouring is done once, or at most, twice in the year.

I cannot find fault with the heating of the school-rooms, which is usually provided for by the teacher and the parents. In town schools there is often a fund for the purpose.

Attendance. The attendance of the pupils continues to be very irregular, especially in County Tyrone.

The statistics for the circuit as a whole show an increase in average attendance of 2 per cent.; but in Tyrone, where the number in average attendance is often as low as 50 per cent. of the number on rolls, the figures furnished show a slight decrease during the year. In this county, moreover, the number of children enrolled in the Fifth and Sixth Standards is very small, and it is no wonder that Evening schools are springing up in the rural districts, to be availed of by adults who are practically illiterate, having received nothing in their school-days but an imperfect *preparation* for the acquisition of knowledge.

Compulsory Attendance. The Compulsory Attendance Act is in operation in the following areas:—

Lurgan Urban and Rural Districts, Portadown Urban and Rural Districts, Banbridge, Tandragee, Gilford, Aughnacloy, and Cookstown.

I append a table of statistics, which will give some idea of the working of the Act:—

COMPULSORY ATTENDANCE.

DISTRICT.	Total Number on Rolls.		Average Attendance.		Percentage of Average Attendance to No. on Rolls.	
	1901.	1902.	1901.	1902.	1901.	1902.
Lurgan Urban, ...	2,518	2,496	1,808	1,795	717	719
Lurgan Rural, ...	1,629	1,685	1,013	1,109	621	654
Portadown Urban, ...	2,683	2,196	1,408	1,224	524	557
Portadown Rural, ...	1,389	1,415	846	808	609	571
Banbridge, ...	907	1,050	742	709	744	701
Tandragee, ...	350	350	220	232	628	666
Gilford, ...	442	470	318	323	716	685
Cookstown, ...	783	821	580	648	740	779
Aughnacloy, ...	310	292	189	202	609	691

The best results have been achieved in Banbridge, and the managers are high in praise of the work done by the Attendance Committee and their officer. In six years, during which

the Act has been in operation, the number on the rolls of the Banbridge schools has increased by 9 per cent., and the average attendance by 14 per cent.

Mr. MURPHY.
Compulsory
Attendance.

But even this is not a very brilliant record, and to secure it the closest supervision has been necessary.

As to the working of the Act in the compulsory attendance areas, taken as a whole, it is very evident that the results expected have not been secured.

In the Armagh circuit the schools are so plentifully sprinkled over the country, that parents find no difficulty in sending their children to school as soon as they come to school-going age. Where provision is not made for the instruction and training specially suited to pupils of tender years, it would almost be better if the very small children were kept at home. In schools conducted by one teacher, these little ones are constantly intruding upon the daily routine, and require an amount of attention and supervision from which they derive little corresponding benefit. As a rule, the pupils leave school at twelve or thirteen years of age. In most of the country schools the Fifth and Sixth Standards are very poorly represented; while in the manufacturing towns of Lurgan, Portadown, Gilford, and Banbridge, once a passable proficiency in the three R's is attained in Fifth Standard, what is called *full-time* factory work begins for the majority of the children.

The teachers are making an honest endeavour to improve themselves, and to carry out the spirit of the new system to the best of their ability. One of the most healthy and hopeful signs for the future is the welcome now given to Inspectors on the occasion of incidental visits. Whereas formerly these visits were looked forward to with dread and apprehension, even by conscientious and capable teachers, they are now eagerly watched out for. Confidence has been successfully established between teacher and Inspector, with a benefit to the general efficiency of the schools which it would be hard to estimate.

Teachers.

I find that 287 teachers in the circuit have attended local classes in Manual Instruction, 25 have attended classes in Elementary Science, and 39 have received instruction in Cookery and Laundry, either at local centres or at the Training Colleges. In addition, about 30 teachers have gone through courses of Manual Instruction and Elementary Science while in training.

To enable these teachers to carry out the new work, equipment grants to the amount of £252 for Manual Instruction (in 72 schools), and of £120 for Elementary Science (in 18 schools), have been made by the Commissioners.

No local classes in Elementary Science have been organised as yet in the circuit, and the Cookery and Laundry classes were poorly patronised.

The new system is now in full working order, but progress is necessarily very slow, and I think it would be correct to say that in the majority of schools one meets with new forms

New System.

Mr. MURPHY. rather than new *methods*—a change in the general appearance of things, rather than a real improvement in the educational work done. In a number of schools, however, creditable headway has been made, and it is possible to form some idea of the benefit which will ultimately be derived from the introduction of more intelligent methods and the proper educational spirit.

New System.

In one sense the progress made even in the average school is considerable, although its effects have not as yet appreciably touched the pupil. A genuine attempt to break away from faulty method and merely mechanical instruction is everywhere observable. The organisers' classes have given teachers frequent opportunity of exchange of opinion and mutual help, and a spirit of friendly emulation and of proper pride in their professional work has been aroused. In a word, the teachers are going through a most valuable course of self-training. These are signs of *preparation* only, but they must be noted as important evidence of progress of a certain kind.

The defect generally observable in the teaching is a failure to secure the proper mental attitude in the pupils under instruction. In the anxiety to give his lesson after a certain model, and according to the most correct method, the teacher devotes all his attention to the development of the lesson, as between himself and the blackboard, instead of watching the development in the minds of his pupils of the subject under consideration. The importance of securing the attention and interest of every child in the class, and of cultivating alertness and intelligent effort to reason, is lost sight of.

Reading.

Reading is still steadily improving, and Spelling is better than it used to be, especially in the lower standards. Geographical Reading, as found in most schools at present, is of very little use, as practically no knowledge of Geography is being acquired by the pupils. The Readers selected are often much too elementary, and they are perused apparently without map-reference* or comment on the part of the teacher. This is particularly the case where Combined Readers are adopted. Historical Reading is pretty generally introduced in the south section of the circuit, but it is not often met with in the other sections.

Writing

A good standard of Writing is maintained, and a considerable improvement has followed the introduction of Copy-book Writing in the First Standard.

Written Exercises show, on the whole, more systematic work than formerly, but too much time is wasted on elaborate exercises on comparatively insignificant details of the English programme. Generally speaking, however, English as a branch is receiving an amount of intelligent attention, and a number of suggestive text-books on Practical Grammar and Composition are in the hands of the teachers.

I should like to see much more time given to systematic lessons in Oral Composition.

* This, I find, is contrary to the experience of my colleagues, who frequently see the maps in use. They agree with me as to the present value of Geographical Reading.

The proficiency in Arithmetic is still very low, and this is, I think, the most unsatisfactory feature in the working-out of the Revised Programme. I can only repeat what I wrote last year: evidence of improved method is seldom met with, while inaccuracy is becoming an ordinary characteristic of the pupil's work. The introduction of Decimals into the programme for Third and Fourth Standards has apparently made Notation a supreme difficulty, and my ordinary experience is a complete failure to set down simple integer numbers. It is worth considering whether Decimals should not hold the same place in the programme for these standards that the Metric system holds in that of Fifth Standard. A few simple exercises on the Metric ruler, as an introduction to the meaning and notation of a fractional number, would bring the pupils as far as they can be intelligently taught. Multiplication and Division of Decimals should not be attempted until the pupil is able to understand the reason of the processes involved.

Mr. MURPHY,
Arithmetic.

I am of opinion, in the light of the last two years' experience, that the Arithmetic Programme, which I have always regarded as a tentative one, could be advantageously reconstructed somewhat on the following lines:—

1. The simple rules, in their application to integer numbers, to be thoroughly mastered, before anything beyond Notation and Numeration of Decimals is required.

2. The Compound Rules to be introduced earlier, and distributed more evenly between the standards.

3. Practice and the Unitary Method, as applied to Simple Interest, to be introduced into the Fifth Standard programme.

Singing is now taught in a large majority of the schools, and Drawing practically in all. Considering that this is to a great extent, especially in the case of Singing, a natural growth within the last three years, unaided by special training or local organisation, the teachers are to be congratulated on the progress they have made. In the old Dungannon district, however, about a third of the schools are without Vocal Music, and here organisation is evidently needed. A large number of the teachers have attended local classes in Manual Instruction, and in introducing Drawing into their schools they are following as well as they can the lines laid down for their guidance by the sub-organisers. In this they have not been, so far, very successful, and I should like to see them take a much broader view of the subject when teaching it to the senior standards. Elementary *short-line* work on dotted paper, including flimsy border designs, is taking up much more time than can profitably be given to it. On the other hand, the combination of Mechanical Drawing with Freehand Design, the arrangement with mechanical aids of simple units in straight line and curve into symmetrical patterns, and Drawing to Scale, are not receiving due attention. In schools where Drawing was taught before the introduction of the Revised Programme, I more often than not find that the work of the senior pupils has de-

Singing and
Drawing.

Mr. MURPHY.
Manual
Instruction.

generated, and Drawing-books frequently show an absolute want of method or careful teaching of any kind.

Manual Instruction has made little headway so far: a little Paper-folding is as much as is done, and that in very few schools. I have very seldom indeed seen a lesson given in Paper-folding which could be of any possible educational value to the pupils, or indeed anything else than a loss of time to them. I have seen teachers *show* children how to make folds from blackboard drawings, and I have remarked the listless and awkward manner in which the children have carried out the instructions given to them; but I have yet to meet the teacher who has sufficiently grasped the spirit of the thing to bring his class beyond the mere mechanical exercise of folding bits of coloured paper. In view of the large number of teachers who have been specially trained for this work, and of the considerable amount of State aid already given in the form of equipment grants, the net result, as far as the schools or scholars in the circuit are concerned, may be described as insignificant. The sooner this is remedied the better, if practical instruction is not to be dangerously advertised at the outset as a worthless pastime—a body without a soul. Organisation is needed in the schools, and until the sub-organisers are free to carry out this work, I see no prospect of effective Manual Instruction.

Elementary
Science.

Elementary Science, too, is making slow headway. This is accounted for by the small number of teachers qualified as yet to give instruction in this branch, and also by the want of proper equipment. As in the case of Manual Instruction, it is a matter of the first importance that this subject should not be allowed to intrude its bulky body into the schools unattended by the intelligent spirit properly pertaining to it, and it is not to be regretted that its introduction is a slow process.

In the small rural schools it would be wise, I think, to test the teacher's competence to give an intelligent series of Object Lessons before providing him with a Science equipment, or expecting anything from him in the nature of a course of Science.

Object
Lessons.

Object Lessons are now given in all schools practically: they are seldom of any value, and only serve to lay bare the barrenness of the land. The parties to the lesson are the lecturer, the text-book consulted, and the blackboard, the text-book being always the predominant partner. The idea of giving that position to the *pupil* does not appear to strike the teacher.

Cookery

Cookery is successfully taught in the Convent schools and in one Ordinary school in the circuit; Laundry also is taught in one Convent school. The expense of equipment is of course a prime difficulty in the way of anything like a general introduction of this branch. Miss Smith has suggested to her classes a small equipment of Cookery utensils for one year's work, which would cost only 6s. 2d. With this inexpensive equipment a small beginning might easily be made.

Extra
Branches.

There is little time at present for the teaching of extras, especially as there is a tendency, more remarkable in the larger

schools than in the smaller ones, to reduce the school hours to Mr. MURPHY. the minimum allowable.

Mathematics are taught, wholly or partly, in 26 schools, Irish in 17, French in 11, Instrumental Music in 9, Latin in 4, and Shorthand in 1.

The monitors are doing useful work on the whole, but their Monitors. practical training is not receiving proper attention, and there is danger of this important matter being neglected, now that there is no special remuneration attached to it.

School organisation remains practically what it was before Organisation. the introduction of the new system. Standards are usually grouped for Geographical and Historical Reading, and often for Drawing and Singing; but otherwise the six standards work independently. Lately, however, I have noticed a disposition to reduce the number of divisions, and to group the standards for the entire work of the year.

To carry this out properly will require much careful thought and the judicious preparation, not only of a one year's syllabus, but of a scheme for the entire period of a pupil's school life. Few managers or teachers are competent to undertake this, and it is not to be regretted that, in the absence of official guidance, the process of reorganisation is a slow one.

Evening schools are rapidly on the increase, and there are Evening Schools. now sixty-eight in operation in the Armagh circuit. The work done in these schools is practically the same everywhere, and consists of Reading, Writing, Arithmetic, and Composition. Occasional extras are Book-keeping and Irish, and in the Convent schools, Cookery and Needlework. There appears to be a genuine need for a number of these schools, where the attendance is mainly made up of semi-illiterate adults, and in many of such schools I find hard honest practical work done. On the other hand, some of the schools which have been opened during the past year are showing little evidence of honest purpose; and after an examination of the syllabus of instruction and of the past history and proficiency of the scholars, it has frequently to be pointed out to the teacher that a large part of the proposed programme is quite unsuitable, either as being impractical and useless, or much below the capacity of the pupils.

The inspection of Evening schools has largely increased the work of the Inspectors; or perhaps it would be more correct to say that it is seriously impeding the inspection of the Day schools. For six months of the year ordinary inspection is at little more than half-speed; for it is not to be expected that after a day's work through the schools, a man will voluntarily and gratuitously give up to night drives and night inspection the time which regard for health and every other consideration require to be reserved as strictly personal property.

It is worth considering whether the services of the expert Inspector can profitably be withdrawn, for the minor purposes of night school visitation, from the important duties at present

Mr. MURPHY. imposed upon him of supervising the introduction of a new system of education into the schools.

Local interest.

The circumstances of the schools are such as might naturally be expected to foster local interest, with a more or less active control on the part of the managers. The rural schools are, in all intents and purposes, denominational schools attached to a parish or congregation. They are parochial or congregational institutions, and nearly always the property of the religious communities with which they are connected. Sunday school and parochial meetings are held in the school-rooms, which are very often the only possible place of assembly for such purposes.

From this point of view it is hard to explain the absence of local interest which is so very apparent, or to understand how these communities have allowed the National schools in their midst to be so completely invested with all the apparent characteristics of State institutions over which they have no control.

Managers.

The managers, I am afraid, are here to blame, for it lies with them, and them alone, to create and foster local interest. This they fail to do, even in the towns, where managers, as a rule, show proper interest in their schools.

Effective management must come first, and the generality of managers do not, strictly speaking, *manage* at all. It may be a matter of opinion how far managers are called upon to superintend, or would be wise in superintending, the general school work, but it is a matter of fact that of such superintendence there is practically none.

This much at least one would wish to meet in the present critical condition of National education :—

1. Some evidence of a desire on the part of managers to confer with the Inspector as to the programme of work suitable for their schools.

There is practically no evidence of this.

2. Evidence of at least *collaboration* with the teacher in arranging important details of organisation, in drawing up the annual syllabus, and in the planning out the time-table, especially with reference to the length of the school-day, hours of work, recreation, time, &c. No evidence is forthcoming.

3. Some evidence of a desire to secure local interest, in other words, the interest of parents, by arranging for periodical examinations, exhibitions of school-work, prizes, annual reunions, and so forth.

Evidence on these points is slight and unsatisfactory, but I must record that £285 has been returned to me as the amount spent on prizes during the past year, and £267 as the amount spent on school fêtes. This makes an average per school of about 27s. spent on prizes and fêtes. I tried to gather definite information as to the holding of test examinations by managers, but the information was given in such an indefinite and unsatisfactory form, that I am unable to make use of it.

All I can say is, that neither my colleagues nor myself are Mr. MURPHY.
aware of any formal managerial examination having been
held during the year.

Lay managers, with the exception of a few who own the school-houses built on their property, are the worst offenders. Their position has always seemed to me to be a ridiculous anomaly; they were thrown into it, by the exigencies of our National Education system, in localities where mixed religious denominations called loud for the appointment of *disinterested* managers. They hold their present position not because they have an interest in the pupils, but because they have *none*.

These gentlemen rarely make any pretence of management, control, or supervision of any kind, and some of them neglect to visit their schools from one year's end to the other.

I am, Gentlemen,

Your obedient Servant,

J. MURPHY.

The Secretaries,

National Education Department,

Dublin.

General Report on Longford Circuit.

LONGFORD,

31st January, 1903.

GENTLEMEN,

In compliance with instructions contained in your letter of 11th November, 1902, I beg to submit a General Report on the state of National education in the circuit under my charge. Mr. CRAIG.

The circuit comprises the whole of County Longford, Westmeath—with the exceptions of the towns of Mullingar, Athlone, and Kilbeggan, and small portions between Mullingar and Kinnegad, and between Glasson and Athlone—southern and eastern Leitrim, as far as the head of Lough Allen, a large part of West Cavan, and small portions of Roscommon, King's, and Meath. In Longford, Meath, and Westmeath the soil is fertile and well suited to pasturage; but in Leitrim and Cavan it is cold, stiff, and retentive. In the Roscommon portion the land is poor; in King's County it is of average quality. Within this area lie the Cuilcagh and Slieve Anierin Moun-

Description of
Circuit.

Mr. CHATG.

tains; elsewhere the surface is moderately level, and bogs and lakes are numerous. The principal towns are Longford, Carrick-on-Shannon, Moate, Ballymahon, Ballinamore, Mohill, and Granard, with several smaller villages. In these places there is no manufacturing industry of any importance. In the rural parts of Leitrim and Cavan the people are comparatively poor, and eke out an existence mainly by fowl-rearing and migratory labour; in the remainder of the circuit they are fairly well off, and are principally employed at agricultural pursuits—grazing and dairying.

School accommodation.

During the past year there were in operation 384 schools, of which 10 are Convent Schools, 6 Poor Law Union Schools, and 1 a Monastery School. Accommodation, so far as space is concerned, is, on the whole, adequate, and accords with the distribution of the population. There are not more than half a dozen instances where there is overcrowding at any season of the year. A school-house is required at Ashbrook, near Strokestown, and another on Inchmore Island, in Lough Ree, as the islanders are absolutely without the means of education. In both cases applications for grants in aid of building have been made.

Equipment.

In the main there is not sufficient equipment for the practical part of the Revised Programme. The operation of the new system involves an expenditure which the schools cannot possibly incur, and a considerable outlay is necessary to facilitate the teachers in the efficient discharge of their duties. In a good many cases the Commissioners have made equipment grants for Elementary Science, Hand-and-Eye Work, and Drawing. In a few, the managers have done a great deal towards supplying the deficiencies, in providing apparatus for Cookery, &c., in purchasing beam and scales, weights and measures, for practical Arithmetic, Music Charts, and Drawing materials. The teachers, too, have co-operated with the managers and others in collecting subscriptions, organising local concerts, &c., to provide funds for this purpose. Only the Convent Schools are well supplied with Kindergarten requisites for infants, with models, object-lesson apparatus, pictures, photographs, and diagrams, which not only aid the work of the school, but add materially to the appearance and attractiveness of the rooms.

Buildings.

As a rule, the buildings are substantial and suitable, but very little is done in the way of painting and cleaning, beyond the yearly whitewashing of the school-rooms. During the year new vested houses replaced the unsuitable structures at Kilbride, Streamstown, Moate No. 1, Kiltycreevagh, and Moate Convent. The last-mentioned is a handsome building, well planned, and well built, with lofty ceilings, well lighted, and well ventilated, heated with hot water-pipes, and with suitable kitchen for teaching Cookery and Laundry-work. New buildings are in course of erection at Fearglass and Aughacashel. There yet remain fifty cases where the houses must be described as bad—thatched cabins, with uneven and damp

earthen floors, and with little means of ventilation or lighting. Applications have, however, been made for aid to build in fifteen of these. In four cases legal difficulties in connection with the sites have hampered the managers in their efforts to provide better accommodation, and in about half-a-dozen others the localities are so extremely poor that the necessary local aid cannot be obtained. Mr. ORRILL.

Ventilation is fairly well attended to. Out-offices might be better looked after, and in most cases kept in better repair. Instances of gross negligence are rare indeed. Ventilation.

Heating is satisfactory, as throughout the circuit turf is plentiful. In some cases the fires are not lighted early enough to have the rooms comfortably warm for the reception of the pupils. This neglect undoubtedly has injurious effects on the punctuality. Heating.

The teachers, as a body, are well qualified for their duties. We find them hard-working, patient, and even-tempered, most anxious to improve their proficiency and skill in the new methods and new subjects of instruction, and grateful for any hints which the Inspector may deem it his duty to offer them; while we note with pleasure that they are certainly doing their best to make their schools harrier and brighter places for their pupils than in the past. During the year organizers in Music, Cookery, Laundry-work, and Needlework have lectured at various centres in the circuit, and visited the surrounding schools. With the exception of Needlework, these lectures were given from 6 p.m. to 8 p.m., and were well attended by the teachers, in many cases at their own expense, and at great personal inconvenience, owing to the long distances many of them had to travel after their day's work in school was over. Teachers.

The trend in the number of children of school-going age is certainly downward, as must follow from a diminishing population. So far as we can judge the centesimal proportion of the attendances to the number on rolls is almost the same as it was at the end of the previous year, i.e., a little over fifty—a state of affairs eminently unsatisfactory. The exigencies of farm work, severe weather, and epidemics, do undoubtedly affect the attendance to a very considerable extent; but even these circumstances furnish no sufficient excuse for the extreme irregularity of the pupils' attendance, which I regard as the greatest obstacle to educational progress in the circuit. Pupils generally come to school between four and seven years of age and leave when about twelve or fourteen. Attendance

Except in Longford Urban District there is no School Attendance Committee, and no compulsory attendance.

Instruction, on the whole, continues to improve in method and intelligence. There is greater freedom on the part of the teachers, and, as a consequence, a distinct improvement in the attractiveness of the teaching, while increased attention and interest on the part of the scholars are everywhere noticeable. One or two subjects have suffered—notably, Geography—but the gain in general intelligence can hardly be questioned. Proficiency.

Mr. CRAIG,
Reading.

A greater variety of books is now used, and pupils read much more fluently, accurately, and intelligently than formerly, though they do not, in most cases, read with much expression, even in the highest standards. There are, however, here and there, schools where no persistent effort has been made to train the pupils to read clearly and distinctly, or even to make them speak out plainly and openly. In connection with this subject I must add that libraries are very badly needed. The children are taught to read fluently, but they have no means of using the power they have acquired, or of deriving any pleasure from it by the perusal of interesting and useful books.

Geography.

Geography is not so good as it was a few years ago, though the instruction is now given on more appropriate lines. For some time after the issue of the new Code teachers seem to have become possessed of the idea that the teaching of Geography was no longer necessary. Suitable Geographical Readers were not then available, and the subject was more or less lost sight of. The inevitable result was that the pupils forgot what they had once learned, and a lamentable ignorance of the most elementary notions of Geography was often shown. Now that it is incumbent on teachers to summarise the lessons in the Geographical and Historical Readers, it is to be hoped that boys and girls will not leave school without at least a sufficient geographical knowledge of their own country, and of the world in which they live, and without some elementary ideas of general History.

Penmanship.

Writing is generally sufficiently clear and legible. The use of paper and bad pencil in infant classes is not at all as common as it should be, though the practice promotes cleanliness, care, and accuracy, which the use of slates does not.

Spelling.

As Reading improves so should Spelling, and, so far as my experience goes, there is no falling off in this branch of English. In many schools an undue amount of time is still given to mere Transcription and Dictation.

Grammar

Less is being done in the technical teaching of Grammar, which is now principally confined to the correction of local vulgarisms and grammatical errors, in addition to easy analysis. The latter is improving, and its intimate connection with lessons in Reading and Composition is more steadily kept in view.

Composition.

The important subject of Composition is receiving increased attention. No real progress can be made in it until the pupils have been well drilled in the oral expression of their thoughts in fully-formed sentences, and I am satisfied that this is now being done in the First and Second Standards. In the Third Standard sentence-forming on paper is general. Pupils of Fourth and Fifth Standards take a keen interest in giving a written description of some familiar object or scene, which has been previously made the subject of a conversational lesson. Indeed, it is upon these and Object-lessons that teachers base the exercises in Composition as much as possible. In the highest standard the

practice of making the substance of the Reading lesson a subject for Composition is extending, and this exercise, when properly carried out, not only strengthens the memory, but also leads to facility of expression. Hitherto the memory of the pupil has been subjected to too great a strain in learning by heart entire lessons : sufficient attention has not been given to training the pupil to make a fair attempt at seizing the salient points and producing a short *resumé* of the matters treated of. There is a growing tendency, since the issue of the revised instructions to Inspectors, to devote more time to Composition and less to Transcription and Dictation ; but this plan, if good results are to be secured, must be carried out by proper methods.

Arithmetic is certainly more intelligently and practically taught ; but too much time is still spent in showing pupils how to work sums, and too little to blackboard demonstration and mental calculation. The latter is one of the most important subjects taught in our schools, but it does not always receive the special attention it deserves. Measurements of length and calculations of area and solidity are well attended to ; but in the majority of schools weights and measures are not practically taught, as there is no equipment for that purpose. In the instruction of the juniors I am glad to say that concrete examples now generally precede abstract ones ; but in the senior standards I notice a retrograde step in allowing pupils to use slates when at desk work. In this case there is no permanent record of the work done, and what has been done is not likely to be, and, as a matter of fact, is seldom carefully done.

In every school something is now being done at Drawing, and in most cases there has been a considerable improvement during the past year. In the lower classes the work is, for the most part, confined to simple designs on dotted paper, and in those higher, to this is added the copying of conventional forms from charts or blackboard. There is very little of drawing from common objects, of memory drawing, or of drawing to scale. Simple Geometrical Drawing, a most useful and popular occupation with boys of twelve or thirteen years of age, is, I regret to say, very seldom met with. In infant classes chequered slates should be altogether replaced by squared paper. It should not be forgotten that very few of the teachers here have had, as yet, the opportunity of attending Mr. Bevis's lectures. Had such an opportunity been afforded them a more decided advance would, no doubt, have been made.

Elementary Science and Manual Work are still new in the great majority of the schools here. Very few of the teachers have been summoned to attend the organizers' lectures in these branches, and those who have can do little until equipment grants are made by the Commissioners. Where the latter have been made we find these subjects taught with fair success.

Object-lessons are usually given as an alternative for Elementary Science ; but it is very seldom I hear a good one. The

Mr. CHASE.

teacher does too much and the children too little; the former aims more at imparting miscellaneous information than at training the pupils to observe, to think, and infer, and to express their thoughts in simple and intelligible language. Pictures are often used when, by a little forethought, the objects themselves could have been procured. Very few attempts have been made to form a museum with specimens brought by the pupils themselves.

Singing.

The organizers' classes have done much to stir up enthusiasm in Singing, and have evoked an amount of latent talent, the existence of which was not even dreamed of by the teachers. The pupils have taken most kindly to the subject, and already good progress can be recorded. As a refining agent this branch deserves every possible encouragement.

Needlework.

During the year Miss Glynn, assistant to the Directress of Needlework, attended at Longford, Ballinamore, and Carrick-on-Shannon as centres, and visited a large number of girls' schools in the surrounding districts, showing the teachers in every instance how instruction in Needlework could be made more systematic and more thorough. She also gave lectures on cutting-out, &c., in these towns, on Saturdays. At these all the teachers within reasonable distance were present. I have visited some of the schools in which she gave instruction, and I have found a great improvement, not only in the methods of teaching this branch, but also in the execution of the work.

Cookery and Laundry Work.

The teaching of Cookery and Laundry-work in small country schools presents, no doubt, great difficulties; but until instruction in them is given in rural districts a most important part of a girl's education will remain neglected. A good number of teachers have been trained at the public expense, by the Board's organisers, to fit them for teaching these subjects; but in not a dozen instances has anything practical been done. In Convent Schools there should be no great obstacles in the way, as in these the teaching staff is quite ample, and suitable apartments could easily be reserved for these branches; yet in not even one of those examined during the past year—ten in all—had any such instruction been given, even to the older girls.

Promotion.

The promotion of children is an important matter; but here the teachers, as a rule, act very judiciously. Occasionally there is a disposition to keep children too long in Infants' Class, but where pupils are kept for two years in a higher standard I generally find that there is a necessity for it, owing to bad attendance, dulness, or some other cause. I am sorry, however, to have to report that very few pupils, comparatively speaking, reach the Sixth Standard, as most of them discontinue their attendance when in the lower standards. It is by pupils of this class that most of our existing Evening Schools are being utilised.

Discipline and Drill.

Order is, on the whole, well maintained. The pupils are quiet and well-behaved; they are generally industrious and attentive. Physical Drill is practically universally taught, and

has undoubtedly improved the general discipline of the schools, as well as the bearing and manners of the children. Of course there are cases in which Drill is taught merely as a *lesson*, and in which its beneficial effects, physical and moral, are scarcely discernible. Mr. CRAIG.

Advantage is being largely taken of the freedom allowed to teachers to combine, in groups or divisions, two or more standards for instruction in most subjects. This lightens the teacher's work and increases its effectiveness. Organisation.

There are, at present, 104 monitors employed in the schools of this circuit. They are carefully instructed by their teachers; they discharge their duties faithfully and efficiently, and acquit themselves creditably at their annual examinations. More attention might be given to the practical portion of their programme: teachers do not give sufficient hints as to the manner in which a lesson should be taught, and do not insist on proper Notes of Lessons being prepared for each day's work. Monitors.

The general supervision of the schools is closely attended to by the managers. They incur a great deal of labour and expense in providing school buildings; they visit their schools frequently; they insist on the regularity of attendance and good conduct of the teachers; and in many cases they encourage the attendance of the pupils by every means in their power. So far as we are aware they do not interfere in the detailed working of their schools; this is left to the teachers, who are supposed to be specialists in this matter. Managers.

About two years ago a deputation of the managers in this diocese—Ardagh and Clonmacnoise—met the Inspector then resident in Longford, Mr. O'Connell, and drew up a detailed syllabus of the subjects to be taught in the several schools. Recently, many managers have submitted modified programmes for individual schools. In only one case, so far as we know, has a manager held a full examination of all the pupils in his schools. In this instance the examinations were attended by many of the parents, and a detailed report was furnished by the manager to the Commissioners in each case. I do not, however, think that this practice will become general, and it is open to question whether it is desirable. Even though actuated by the best intentions in the world, a manager can hardly be expected to know the details of the school programme for the several standards, and to frame suitable test questions within its limits. It would, in our opinion, be decidedly an advantage that the manager should insist on these periodic examinations—twice a year would be quite sufficient—being held by the teachers, and it would enhance this advantage if the managers could attend on such occasions, see the work of the pupils, and say a few words of encouragement to the children and the teachers. If funds were available for school prizes for deserving pupils it would further stimulate the efforts of the pupils, and so promote educational progress. Few such prizes have been awarded in any of the schools in this circuit. The Revised Programme threw on the schools the onus of

Mr. CRAIG.

providing a considerable amount of equipment for its successful working. This liability has been met only very partially in a few localities, and not at all in the others; failing a grant from the State (which would be the more desirable course) or a local rate, it is difficult to see how funds can be provided for the procuring and up-keep of the equipment required by modern educational needs.

Local interest.

Local interest in the schools, other than that of the managers, is practically non-existent. Most of the Protestant Schools have some small endowments from local sources, and in almost all such cases the teacher is provided with a free residence. In other schools there is no local aid. Recent developments, however, point to an awakening in this respect. Some months ago the Longford County Council drew up a scheme under which Scholarships have been awarded, after open competition, to the most deserving pupils of National Schools within the county. These Scholarships assisted the holders to continue their education, for at least one year, in some approved Intermediate School. While the Scholarships available for those who were to become resident pupils were eagerly sought after, it is to be regretted that only two candidates presented themselves for six Scholarships confined to those living in the town and its immediate neighbourhood. Scholarships, in this latter case, were only of such value as would pay the fees of day pupils at the local Intermediate College. Seeing that this comparatively large amount of money has been allocated by a local body for educational purposes, and this without any opposition, it is evident that, if parents at large and the several localities were thoroughly interested in the introduction of the new scheme and the new subjects, the funds necessary for its successful working would soon be forthcoming.

Extra subjects.

Few schools here attempted any of the extra subjects. In the Convent Schools pupils are presented for examination in Instrumental Music and French, while the formation of classes in Irish is steadily on the increase. Mathematics, once a popular subject in the ordinary schools, is hardly ever attempted now, owing to the extent of the course prescribed. As the Commissioners are willing to consider modified programmes in this, as in the other parts of the Revised Programme, it is to be hoped that in the near future the subject will be found in our schools as universally as it was in the past.

Evening Schools.

The number of Evening Schools has greatly increased, and there are now sixty-three in the circuit. Their inspection has added much to our already arduous labours. With as many as thirty of these schools in one section, and with a six months' (or in some cases a four months') session, the Inspector must visit two or three of them each week. Some of them are most inaccessible at night, and after a trying day's work in an ordinary school it is unreasonable that Inspectors should be required to travel long journeys by night and perform these additional duties. The fact that such additional labour has to be

performed during the most unfavourable and inclement season Mr. CRAIG.
of the year renders the task all the more irksome.

In no case do these schools approach the ideal of Continuation Schools. A few illiterates there are in each, but they are mainly attended by those who desire to regain the knowledge which they have lost since leaving school. Reading, Writing, and Arithmetic are the subjects usually taught and only in a few instances are the more advanced subjects, taught in the ordinary National School, attempted. These schools are, however, conferring great benefits on the localities in which they have been established: the pupils are quiet, orderly, and very earnest, and the impression invariably left on me by my visits is, that they were being conducted with skill and diligence.

I am, Gentlemen,

Your obedient Servant,

ISAAC CRAIG.

The Secretaries,
Education Office,
Dublin.

CLONES,

30th January, 1903.

GENTLEMEN,

Mr. DALY.

In compliance with the instructions contained in your letter of 11th November, 1902, I beg to submit herewith a General Report on the Clones Circuit for the year ended 31st December, 1902.

Description
of Circuit

For the period just named the circuit practically coincided with the old districts No. 13 (Enniskillen), No. 18 (Monaghan), and No. 23 (Cavan), and included the greater portion of the counties of Fermanagh, Monaghan, and Cavan, with a part of Leitrim. The surface generally is undulating, and in many parts there are considerable elevations. The occupation of the people is chiefly agricultural, there being within the boundaries of the circuit only twelve towns of which the population is above 500. The schools, generally speaking, are closely studded together, and many are situated in remote and backward localities. For these reasons the number of pupils in each is small, and most have consequently the services of only a single teacher, as the average attendance is, in the majority of cases, about thirty, or even lower.

The gentlemen associated with me during the year past were Dr. Bateman, who had charge of District 13, and Mr. Keith, who had charge of District 18, while I myself had special charge of District 23.

The information which is contained in the following pages, as far as regards the two first-named sections, has been obtained in conference with my colleagues, for from the nature of my other duties in connection with District 18 it was not possible for me to obtain personal knowledge of the other two sections, except in the case of a few visits paid for special reasons.

During the year ended 31st December, 1902, there were in the circuit 456 Day and 45 Evening schools, the duty of inspection of which was allocated as follows:—

	Day Schools.	Evening Schools.
Mr. Daly,	155	21
Dr. Bateman,	154	12
Mr. Keith,	147	12

School accom-
modation.

The great majority of the schools are suitable buildings and in a fair state of repair. From what I have said above as to the numbers in average attendance in most of the schools, it is plain that the space accommodation is, generally speaking, adequate, for the majority of the schools having been originally built for a larger number of pupils than they at present accommodate, owing to the dwindling of the population, the evil of over-crowding is of rare occurrence. About 10 per cent. of the schools in the circuit are of an unsuitable character, but the

difficulties experienced in providing more modern buildings in such cases are enormous, and can only be fully appreciated by one acquainted with local circumstances. The heads of families interested in each such school are few, and are generally struggling farmers. The mere procuring of a site is nearly always a difficult and tedious and generally an expensive process, and even when a State grant is made, considerable expense must still be incurred in providing labour and materials. Still in many of the cases referred to laudable efforts are at present being made to overcome these difficulties, and to replace existing unsuitable schools by new ones.

The majority of the schools are provided with suitable furniture, though in many cases the desks are not perhaps altogether adapted to modern requirements. The equipment, as far as regards maps, blackboards, &c., is, in nearly all cases, adequate. There is still a great absence of taste in keeping the school-rooms. The duty of sweeping the school is usually perfunctorily performed, but naturally country schools, to which the children tramp long distances over muddy roads, require much more attention. The flooring, as a rule, is not frequently washed, and often presents a dingy and unsightly appearance.

I am glad to say that in some cases attempts are being made to provide flowers, pictures, &c., to brighten and enliven the room, but such attempts so far remain the exception, and it will need much effort and urging before they become general.

The great majority of the schools are provided with out-offices, but in not a few cases these are still either defective in construction or too near the school premises for sanitary purposes.

The schools are, as a rule, fairly well heated. Generally the fuel used is turf, which is usually provided by the children, though it frequently happens that the supplementing of the supply is a tax on the resources of the teacher.

What I have said as to the want of taste in the keeping of the school-rooms applies with still greater force to the majority of the school plots. Often these are too small; usually they are overgrown with rank grass and weeds. It would be a great advantage if at least a portion of the plots were, where possible, gravelled, so as to be utilised for Drill purposes. The paths leading to the out-offices, too, should be plainly marked.

In the discharge of their duties in the schools, the great majority of the teachers are hard-working and industrious, but as a rule they do not try to improve themselves in skill by study, nor do they, out of school hours, make adequate preparation for work. Still, even in this latter respect, there is evidence of improvement, and it is not to be doubted that, with the introduction of suitable books, and when the teachers have thoroughly grasped the great advantages afforded by freedom in organisation, such improvement will be of a far more general character.

Mr. DALY

Equipment.

Out-offices.

Heating.

Teachers.

Mr. DALY.

Wherever opportunities were afforded to the teachers of attending classes in the new subjects of Hand-and-Eye Training and Elementary Science, they availed themselves of these in large numbers, and followed the courses with eagerness and zeal. It is very satisfactory too to note how many of them have qualified themselves, at their own expense, to teach Drill.

Attendance.

The attendance generally throughout the circuit is irregular. This is largely due to local causes, which necessitate the employment of the children in agricultural work at various seasons of the year. The tendency appears to be towards a very slight decrease in the attendance, but perhaps not more than may be accounted for by the general decline in population. Broadly speaking, the pupils attend school between the ages of four and fourteen, but many of the senior pupils are withdrawn for labour at home as they approach the upper limit, with the consequence that few here attain to a higher standard than Fifth. In many parts of the circuit the employment of girls at home in the occupations of Lace-making and Crochet work, is a contributory cause to their early withdrawal from school.

Proficiency.

With regard to the proficiency, the general effects so far of the Revised Code are a marked improvement in the character of the Reading in respect to clearness, correctness, and intelligence. It is gratifying too to find that the children express themselves orally much better than formerly, and that at least a good beginning has been made in training them to answer in fully-formed sentences.

Writing and Spelling are generally creditable. In Arithmetic, Mental Calculations, which were heretofore all but absolutely neglected, have begun to receive attention, which, though varying in degree and successfulness, augurs well for future progress. In practically all schools Drawing has now been introduced, and in the great majority Singing is now taught, though mostly so far, of course, the instruction in this branch is still of an elementary character. Classes in Elementary Science were held in Enniskillen, and in Hand-and-Eye Training in Enniskillen, Monaghan, Cavan, and Clones. As I have said above, these classes were well attended by the teachers, and where the necessary equipment has been applied for and provided, these subjects have been begun in the schools, but necessarily the instruction given has been so far only of a rudimentary character.

It is pleasant to be able to note that the almost lost art of politeness shows marked signs of a renaissance.

Revised Programme.

Considering that our teachers are face to face with what is to them almost an educational revolution, considering too the rather backward character of the districts in which most of the schools of this circuit are situated, the achievement of even as much progress under the Revised Code in so comparatively short a time is both gratifying and promising. There can, however, be no concealment of the fact that, even with the materials at present at their disposal, the teachers, with few exceptions, are capable of much sounder teaching. Their lack

of effective preparation for work, their failure to study and apply better methods, remain the barriers to improvement. The absence of initiative on the teachers' part is very marked. Even the admirable Notes to the Programme, which define so clearly the requirements of the New Code, seem to be unknown until the teacher's attention is drawn to passages elucidatory of his difficulties. *A fortiori*, with few honourable exceptions, the information to be found in text-books on methods is not applied to the actual working of the school. I am far from advocating a cast-iron application by the teacher of his studies. The really good teacher will be eclectic in the choice of what he applies, but as any order is better than chaos, so the use and application by our teachers of some system of method is infinitely to be desired to replace the laboured toil that so often defeats its own ends. "Knowledge is of two kinds," said Johnson. "We know a subject of ourselves or we know where we can find information upon it." In the case in point only the gifted few evolve such skill as places them above external aids. The other kind of knowledge is within the reach of all, but our teachers as a class have not yet begun to avail themselves of it.

Thus from this want of acquired skill there are many defects which still await a remedy.

Reading fails in expressiveness, for it is too often not taught, but merely listened to by the teacher. Composition, it is true, is more practised than of old, but it is too often crude and careless, for too many of the teachers have not grasped the elementary fact that it depends on the proper formation of sentences—in other words, do not teach the sentence, and neglect the duty of vigilant and efficient correction. Simple Analysis of sentences, the helpful handmaid of intelligent Reading and correct expression, both oral and written, remains a difficulty to many teachers; by many again it is taught as a separate branch without any relation to its real uses. In Arithmetic the practical provisions of the programme do not at all meet with the recognition they deserve. Orderly sequence in the teaching is not observed, for frequent use is still made of test cards, so that the children attain a certain facility in working problems from their resemblance to others which they have already worked, but of knowledge of principles and of intelligence in the working, there is so far but little. Practice of Arithmetic on paper by the pupils of the senior standards is not sufficiently frequent, and in many cases such pupils are unprovided with text-books. As might be expected with this defective teaching, the juniors are still very frequently unable to cope with applicate numbers in the simplest forms. Similarly few of the teachers study systematically to fit themselves for the teaching of Object Lessons. In most cases they do not prepare notes for such lessons. Conversational lessons are usually given and are generally fairly good. Object Lessons are rare.

These are, I think, the notable defects in the instruction for which the teachers themselves may be held responsible. An

Mr. DALY.

Cookery and
Laundry.

inspector cannot invariably remove these by mere suggestions. The teacher must co-operate with the suggestions, and this can only be done in one way—by study.

Of the subjects appropriate to girls' schools, Cookery, and Laundry, and Needlework, classes for teachers were held in the former by the sub-organisers at Monaghan, Cavan, and Belturbet. The progress in this important subject is so far most very encouraging. In some few cases it has been introduced with success, but in the majority of the ordinary schools of which the teachers have been trained in the subject, it has not been taken up for want of proper appliances.

Needlework.

One of the assistants to the Directress of Needlework has recently visited outlying schools from Clones and Monaghan, and has given demonstrations to teachers from these schools in both centres. I learn that already successful results of this organisation are manifesting themselves.

The instruction of the pupils in Needlework in the circuit while not, as a rule, presenting any feature of special merit, is on the whole, fairly creditable. So far but little attempt is made at collective instruction, and Cutting-out remains of rather poor quality.

Drill is very generally taught, for the subject appears to be popular. As regards its most important end, however—the prompt obedience to orders and improvement in discipline generally—there is still room for improvement.

Organisation

The teachers have availed themselves largely of the liberty approved of by the Commissioners of grouping standards for instruction in Singing, Drill, Elementary Science, Object Lessons, Hand-and-Eye Training, and Drawing. In the teaching of these branches, the school is usually taught in two large divisions, sometimes even in one. The system of grouping is also followed in the teaching of Historical and Geographical Readers and, of course, the advantage of this in small schools—which are the type here—is considerable. In regard to other subjects in which such grouping would be possible and advantageous, the teachers are gradually availing themselves of the privileges this system of organisation affords, and though lack of initiative in this is very marked, yet I am confident that in the near future much more will be successfully attempted in this direction.

Pupil-
Teachers and
Monitors.

The training of the pupil-teachers in the two model schools of the circuit, both in their literary and practical work, is excellent. Monitors generally are satisfactorily instructed in the prescribed literary programme, but in regard to practical teaching, though there is evidence that many teachers have instructed their monitors skilfully, yet there is no doubt that in the main an increased attention to practical methods is desirable.

Managers.

The managers here, as a rule, exercise a very practical supervision over their schools. This is particularly true of clerical managers of all denominations. They visit their schools frequently, and endeavour by all the means in their power to im-

prove the attendance. With few exceptions they make it a point to attend the annual examination, often remaining throughout the entire day. I find their interest in the progress and effects of the system to be very keen. Mr. DALY.
Managers.

But the managers have not so far, to any appreciable extent, availed themselves of the right accorded to them of preparing special programmes for their schools. They are in fact only beginning to recognise that such authority has been delegated to them, for it was difficult to break away from the traditions of the old system, which in this respect kept managers in a state of pupillage to official regulation. The managers do at their visits frequently examine classes informally, and record their opinion of the progress made in the Report Book, but the system of test examinations at stated periods has not yet been generally begun, and in the few cases where it is already practised, such examinations are held by the teachers. Of late, however, I find that special programmes are being prepared. Both my colleagues and myself have constantly urged the importance of this matter at our interviews with both managers and teachers; and I am sanguine that our exertions in this respect are not destined to be fruitless.

Apart from the managers there is very little evidence of local interest in the schools. As a rule, the parents of the children do not show such interest in the schools as might be expected. This is abundantly evidenced by the difficulty generally experienced in obtaining funds for minor and urgent repairs. Their contribution to the school is generally confined to providing books and materials for Needlework. In a few cases the local gentry interest themselves in the schools in their neighbourhood to the extent of entertaining the children at an annual fête. These scanty details practically exhaust the amount of local interest which is shown. Local interest.

Except in the Convent and Model schools, there are very few instances in which extra subjects are taught.

During the session of 1901-2 there were forty-five Evening schools in the circuit, and the number for the current session promises to be much larger. In these schools the number of illiterates was comparatively few, but in no sense were the schools continuation schools. They were all schools for males and were attended, generally speaking, by youths and young men of the farming class, who were anxious to supplement their education, the deficiencies in which were due to their early withdrawal from school. The subjects taught were the elementary ones of the ordinary school curriculum. As a rule, the work of these schools consisted in the revival of knowledge in these elementary subjects—knowledge which had been formerly acquired in the day school, but which had been since forgotten. In the beginning of the session, the interest displayed by the pupils was of a lively character. It is true that as the session advanced there was, in all the Evening schools, a marked decline in the attendance, but Evening
Schools.

Mr. DALY.
Evening
Schools.

this can easily be explained by the more urgent claims of agricultural work at this season.

As in many cases registers were not supplied, and as consequently the antecedents of the pupils were not easily ascertained in this, the first year of the experiment, it was a matter of some difficulty to decide in each case the exact amount of progress made. On the whole, it may be said that these schools were conducted with a fair measure of success in the limited course taken up. The neglect of the teachers, however, to correct the exercises effectively was a general fault. I would strongly advocate that, for the purpose of securing an adequate return for the State grant, a certain proportion of attendances for each pupil should be made obligatory in the future. Moreover, it is very desirable that notice of the opening of such schools should be given early in the session, and not after the school has been a considerable time in operation.

In the circuit there are two Model schools—at Enniskillen and at Monaghan—each comprising male, female, and infant departments. They were well attended, and the teaching has been of a very satisfactory character.

I am Gentlemen,

Your obedient Servant,

LOUIS S. DALY.

The Secretaries,
National Education Office.

General Report on Industrial Instruction, 1902, by
Miss PRENDERGAST, Directress of Needlework.

February, 1903.

GENTLEMEN,—The following is a short Report upon the progress of industrial instruction for the year ending December 31st, 1902.

During the course of it my four Assistants have continued busily their task of organising the needlework of the schools belonging to their various provinces; they have also held a number of conferences at which groups of teachers have received practical information as to the best method of giving instruction in sewing, knitting, darning, and cutting-out; all four have helped me in the work of marking the numerous specimens executed by candidates at the Easter examinations, which occupied them for three weeks, and Miss Cullen gave further assistance with the marking after July examinations, devoting more than a fortnight to this important business.

The total number of schools visited by my staff in the course of the past year was 754—just one less than the record made during the year preceding.

Miss Cullen visited, in the province of Leinster, 151 schools, of which 123 were ordinary, and 28 Convent, ones. When the latter were important schools, having a large attendance, and a separate department for infants, three days were given to the organisation, one being devoted to the teaching of drills, and the stitches required from First and Second Standards. I have encouraged my Assistants to carry through thoroughly their work of organisation in these large schools, not counting as ill-spent extra time devoted to them; and this for several reasons—first, because the greater number of pupils influenced is an immediate justification of the greater time spent; secondly, because a full understanding of the method of collective teaching is more necessary, and more valuable, in a large school, than in a smaller one; thirdly, because the separation of standards into different class-rooms in large schools makes it difficult for mistresses to follow the course of model lessons given by Assistant, unless the latter can arrange to teach them, in turn, to the various departments.

Many of the Convent Schools in Leinster and Munster have an average attendance of 500 or 600 pupils, each one of them being equal in size to a dozen ordinary provincial schools put together. For the organisation of a school of this size, three days are certainly needed. Some of the ordinary schools in cities, those with separate infant departments, require two visits from an Assistant, and Miss Cullen has lately, with my approval, devoted two days to the organisation of such a school in Dublin. A few—very few—of the visits made by her were return ones, and, in nearly every case, she had the pleasure of finding that considerable improvement had resulted from the

Amount of
work
accomplished
by assistants.

Extra organi-
sation given
to large
schools.

Mixed
character of
school work

organisation carried out by her some time before. Teachers entering the Board's service upon a low pass in needlework—and the number of such teachers is, unfortunately, very considerable—are, naturally, but ill-equipped for the duty of instructing in this branch; it is a great enlightenment to them to see lessons taught systematically and intelligently, and the best methods clearly demonstrated, and, when they have a conscientious wish to fulfil their duty properly, they derive much benefit from the Assistant's visit.

When going through rough abstracts of my Assistants' reports, with a view to discovering the exact number of visits paid to schools, I began by endeavouring to classify the judgments given upon the work examined in the various places, but found, very soon, that I should not be able to do so, for this reason, that it seems difficult to make judgments definite—not to speak of "hard and fast." An Assistant, beginning by describing the work as "fair," presently finds herself obliged to add that such-and-such branches are backward and neglected; or she has to chronicle junior standards as sufficiently satisfactory, seniors' work defective, both in method and execution; *here*, everything is well taught except darning and cutting-out; *there*, nothing is satisfactory except the knitting! The judgment headings, under which I had proposed to include all the schools visited, could not be made to fit one-half of them correctly, so I had to give up my attempt at classification. But I gained from my glance over the record the impression that ignorance of correct method, both in doing and teaching work, was the most frequent cause of its being judged unsatisfactory.

Of course, there will always be found teachers who take little interest in their duties, possibly less than little in this particular subject, and no part of the teaching of it will, with them, be properly done. Of this body are, generally, mistresses whose time of service is drawing to a close, whose only wish is to get through the five, four, or three years of school-keeping remaining to them with the smallest possible expenditure of energy or trouble. Of these it may be said that they are "convinced against their will" of the necessity of reform, and "of the same opinion still," as soon as an Assistant's back is turned. One of them, it may have been, who, when a second visit found her school still backward, her pupils' needlework still slovenly and ill-taught, naïvely said that if she had known of the likelihood of Assistant's return, she would have paid more attention to the recommendations made her during organisation!

The number of schools visited by Miss Hogan, in the province of Munster, was exactly the same as the number visited by Miss Cullen—123 ordinary, and 28 Convent, ones—151 in all. The percentage of return visits paid was rather higher; decided advance had been made in most instances—in only one or two cases had organisation produced little or no improvement. Miss Hogan's reports constantly chronicle defects of method; but for these, many more schools might be regarded as exhibiting good, or very fair, work.

Miss Lee's record of schools visited is the largest—248 ordinary, and 6 Convent—254 in all; of which a certain number of visits were return ones. Convent Schools are rare in Miss Lee's province of Ulster, and she bestows upon them but one day's organisation, so that her time has not been absorbed, as has been that of my other Assistants, by extra organisation of this kind. On the other hand, ordinary schools are unusually numerous in Miss Lee's province; they are frequently small, and situated within short distances of each other; it thus becomes possible for her to visit two schools within the limit of one school day, giving a couple of hours' instruction in each. I make this explanation in view of the great difference apparent between the total number of schools visited by Miss Lee, and the record of such visits made by other members of my staff, who work in provinces where different conditions obtain.

Miss Lee's reports continue to reveal a considerable amount of negligence on the part of teachers in these Northern schools, where the subject appears to be much more frequently slighted than it is in the other provinces. From those come accounts of carelessness, bad methods, poor or ignorant modes of instruction; but much more seldom the explanation that work is bad here because very little time is given to it, and of *teaching* it gets even less. This neglect is probably owing, a good deal, to the fact that mixed schools are much more common in the North than elsewhere, and that not all masters understand the importance of needlework as a part of the education of their girl pupils. Even where a master conscientiously sets aside the prescribed time for this branch, and hands over the girls, during that time, to the care of a female assistant, it is by no means certain that a fair amount of instruction in this most useful art is secured to them. A school staffed by two masters and one mistress may be attended, on an average, by as many as seventy girls; a solitary female teacher has little chance of being able to impart sound industrial instruction to such a number at one time, even when she has a clear understanding of her subject, and a good method of teaching it, which, unfortunately, is not very often the case.

Work of
mixed schools

If an hour *daily* were set aside for the lesson in needlework, and if it were attended by *half* the number of girls present only—draft 1 on Monday, draft 2 on Tuesday, draft 1 on Wednesday, again; if the mistress thus found herself with thirty-five, only, instead of seventy, to teach, and superintend, she might, when energetic, obtain a very fair result. As it is, I can understand—having seen—the kind of bewildered helplessness with which she takes up her almost impossible task, and the dull acquiescence in an unavertible fate with which she beholds her pupils' ignorance and clumsiness. Unsuitable accommodation is often added as a handicap in this already unequal contest; the girls are crowded into a small class-room, packed upon a gallery close as sardines in a box—often the mistress cannot reach them to examine into the progress of their work.

Miss Glynn visited, in the course of the year, 204 schools, situated in various parts of the province of Connaught, a certain number of these being short return visits, to observe the progress made since organisation. In most cases a satisfactory improvement was found to have taken place. One hundred and eighty-six of these visits were to ordinary schools; of Convent schools Miss Glynn organised eighteen. Among the ordinary schools she found, only too frequently, careless and defective work; but, sometimes, the circumstances of these schools were distinctly adverse—attendance was irregular, pupils were very poor: too poor to supply themselves with the necessary sewing materials. When matters stand thus, a high level of merit in needlework is certainly difficult to maintain, and there is some excuse to be made for indifferent performance, though an energetic mistress, interested in her subject, can do much towards overcoming even obstacles of this kind.

Work of
Easter
examinations;

As regards the work produced by candidates at the Easter examinations of 1902, I inclined to the opinion, which, I think, my Assistants shared, that the standard of merit was rather lower than we had found it in the previous year; certainly, all the old faults reappeared, without any new virtues to countervail them! Knitting was particularly noted for poor proportion—the heel was constantly made unduly long, thereby causing the foot to become too large in proportion to the leg, and obliging an amount of narrowing which drew the middle of the foot upward into a curve—beyond the needs of the most Andalusian arch of instep. *Method* was a little better known as regards darning, but *execution* continued to be, very frequently, poor—raw edges of holes not enclosed, threads split in crossing, insecure hold taken so that darn drew out to the limit of the loops, rising in the middle, and leaving large interstices at the sides.

Cutting-out was often very poor; necks of shirts were constantly more or less defective, not unfrequently absurdly too large in proportion—a good many, measured by me, ran from twenty-two to twenty-four inches in circumference. Mistresses have, often, but a very vague idea of what a well-shaped shirt should be, and it is little wonder that the mistresses under their charge should be even less well able to cut out than their teachers. My Assistants have, however, been doing their best to strengthen this weak point, and one may hope to see a gradual improvement.

Work of July
examinations.

The work of the various Training Colleges, produced at July examinations, I marked, with the assistance of Miss Cullen. Among these King's Scholars, also, much more advanced though they should naturally be, than mere fifth-year mistresses, cutting-out was often very defective—quite as much so as the productions of the younger candidates at Easter. The same faults of proportion, &c., were found, too, in their stockings; the same carelessness of execution characterised their darns; the same lapses from correct method were to be met

with in their specimens of sewing. "O the little more, and how much it is!" I sometimes think, as I look at these specimens, from which a piece of carelessness here, a fault of method there, steals so much merit, and so many marks. Of nearly 300 candidates whose work I examined, only twenty-two made 80 per cent. and upwards.

I wrote out a list of the various defects noted, in the hope that Chief Inspectors might be able to draw the attention of the Principals of Training Colleges to them, with a view to avoiding those rocks on which so many of their students suffered damage, perhaps shipwreck. As I do not know from which college the defective specimens are sent in for marking, no more direct course is open to me, unless in cases where colleges communicate with me during the year, sending me specimens to criticise, or asking for some needed item of information, which I am glad to be able to furnish.

During the year 1902 I visited a total of ninety-seven schools, of which fifty-six had industrial departments attached (fifty-three Convent, and three ordinary, schools), fifteen were Convent schools without departments, twenty-four ordinary girls' or mixed schools, and two model ones.

Schools
visited by
Directress of
Needlework.

Dealing, first, with the industrial departments only, I found that, out of the fifty-six visited, thirty-three were doing excellent, very good, or good work; sixteen were sufficiently satisfactory, very fair, or fair; seven were not satisfactory, considered as industrial departments. The salary of a special industrial teacher is paid for the purpose of enabling the senior pupils of school, those who have passed the Sixth Standard, and, with them, an extern element, generally composed of former school pupils, to acquire a knowledge of branches of needlework of a more advanced character than the plain sewing, knitting, &c., comprised in the ordinary Programme. Where, therefore, I find that the time of the industrial teacher is principally occupied with the teaching of plain needlework to the various school standards, and that little advanced work of a useful character is carried on, I regard that industrial department as being in an unsatisfactory state, and not fulfilling the purpose for which its teacher's salary is paid. Most of these backward departments are attached to schools in which "a workmistress" was allowed, a good many years ago, when no fees were paid for the teaching of needlework to the pupils of a Convent; and when all these arrangements were changed it was difficult to change the old custom altogether. While the Alternative Scheme was carried out in these places more was done; since that has been given up, and especially since new subjects have been introduced by the late revision of Programme, advanced needlework tends to be pushed to the wall in such schools as these.

Industrial
Departments.

Even a few schools which I have included in the number of those whose condition is fairly satisfactory, come much nearer to the unsatisfactory than I like to see them. In these the

time given to work has been cut down, in the case of passed pupils of Sixth Standard, sometimes to the mere two and a half or three hours obliged for plain needlework, so that little is attempted by these girls beyond samplers, or an article of underclothing; if there be a limited attendance of externs, not manufacturing anything for sale, then the tale of useful work produced by that department is a very small one indeed.

**Progress of
lace-making.**

I prefer to turn from this prospect to that of departments where much is done—where the workroom is a hive of industry, and the inmates are busy as the proverbial bee. Most of the lace-making departments were kept fully occupied during the year; in Crossmaglen the industrial teacher, Miss M'Quillan, told me that she had received, and paid out to the workers attending that school, the sum of £2,000, for the Carrickmacross lace manufactured by them. This is a record worthy of admiration—when one thinks how much industry, energy, and skill went to the making of that money, how much added comfort, independence, self-respect, it meant to those who earned it. I have not an account of the sums paid in other large departments, but I think it likely that several do not fall far short of Miss M'Quillan's excellent total. In Kinsale Convent, where the average attendance in the industrial class rises above 100, a large amount must be paid in wages; many poor families in that sea-board town, when fishing fails with fathers and brothers, would come very near starvation but for the weekly earnings of the girls who sit at their lace frames in the Convent work-room. "Coronation" orders have brought money into the lace-making departments during the past year, and many beautiful flouncings and trimmings have been sent out to adorn "presentation" gowns.

The demand for crochet lace has led to its being extensively taken up, often in conjunction with other laces—Youghal Convent has its large work-room filled, at one side with the makers of its beautiful point lace, at the other with girls who produce a large-patterned style of crochet, flouncing especially, of which a great amount is despatched to France. The fine crochet of New Ross is sent to the same destination, with much of its rich "rose point"; nearly all the productions of Thurles Convent, Belturbet, and others, go, also, to the Paris market. The crochet lace of Macroom Convent continues of excellent quality, and its "run" Limerick, good; when I last visited Bandon Convent it was producing very nice specimens of the same lace (crochet) in several different styles, and, also, of Carrickmacross; Queenstown Convent had made further advance, and was doing extremely well with crochet, Carrickmacross, and Limerick laces—the latter was, also, very good in Canal-street, Newry. Gort Convent continues to make very good crochet lace, and is specially successful with "run" Limerick, of which I saw some charming flouncings in its work-room. It is hardly necessary to mention the high quality of the Kenmare laces, especially the splendid "rose point"; beautiful point is also made in Killarney Convent of Mercy,

with "Carrickmacross" and "Limerick"—good "English" or "braid" point in Ardee. Progress of
Lace-making.

Lace is also made, generally in smaller quantities, in other departments, and work of various different kinds done—the production of fine underclothing, embroidery, drawn-thread work, and so on; not to mention homelier, but very useful branches, such as dress-making, shirt-making, and knitting by hand and machine. Beautiful drawn-thread work is done in Oughterard Convent; Newtownsmith, while able to make lace and embroider in a very capable manner, cultivates two unusual industries successfully, *i.e.*, book-binding and net-making. Clones crochet lace was started satisfactorily in Kilrush, but only a limited amount is done, to meet local demands; all work is very well taught in this school, and in Kilkee Convent, a branch from it. Great advance has been made during the past year in Presentation Convent, Tralee, where crochet and "braid" point lace were succeeding extremely well for the time spent in practice.

Of the plain needlework done in schools to which these departments are attached, I make it a point to examine as much as time will permit—sometimes that of all standards, sometimes that of senior ones only. Unfortunately, fewer of these schools earned a "first class" in plain work than in advanced. Only eight, out of the fifty-six, have a record of excellent or very good sewing, knitting, and darning, throughout their attendance of pupils—Fethard Convent is one of these, Kilrush another. Schools in which needlework was very fair, or fair all round, were sixteen in number; the "mixed" (*i.e.*, those in which some standards were well advanced, others not—or some parts of work well done, others defective in method or execution) numbered twenty; the unsatisfactory were nine; one or two were visited so soon after yearly examination that too little work was available to enable one to form an opinion, and, in one school, Presentation Convent, Tralee, time ran so short (it being the second industrial department visited that day) that I was only able to see the work of monitresses, which was decidedly good. I have generally found the plain needlework of this school very satisfactory. In a few of the schools classed "very fair," I believe that needlework would have deserved to be considered "good" all round but for an element of very irregular attendants, whose inevitable backwardness drags down the general level. Two flagrant young offenders of this kind came under my notice when I last visited Stradhally Convent, Co. Waterford; one of them had made two attendances, the other ten, in the course of eight months. One naturally makes exceptions of those; but it is hardly possible to separate from the whole a number of children who turn up three to four times in the fortnight—and yet there is little chance of these being any credit to their teachers.

Of the Convent Schools, other than industrial departments. Convent,
Schools.

**Convent
Schools.**

a view to finding out how far new methods had been adopted, and what result had been obtained. I observed that wherever collective teaching had been thoroughly taken up, and organisers' plans and suggestions fully followed, a decided advance had been made, especially in the obtaining of more correct and uniform methods of working. Those schools, too, which had adopted the system whole-heartedly, were much pleased with it, as a saving of time, and a help to thoroughness. The use of it in Clarence-street Convent National School had enabled the nuns to effect a great improvement in the work of their many pupils, their classes being so large that it was very difficult to reach them by individual teaching. In one school, Sexton-street Convent, while nuns, who take practical interest in the good progress of needlework among their pupils, would have much liked to fully adopt the collective system of teaching, they found themselves prevented by the want of a separate class-room, it being difficult to give such lessons in large school-rooms, occupied by two or three different standards. Some of the schools had only partially adopted the system, and their success was partial, to match; several had not made much effort at improvement, and I found work still in need of it, careless and backward. Only one of these fifteen Convents had all-round "good" work, two "very fair," the "mixed" numbered ten, and the "unsatisfactory" two.

Of the ordinary schools which I visited, the work of two was "good," of five "very fair" or "fair"; six were "mixed" or "middling," eight "unsatisfactory" or "poor," and three "bad." Nearly all these schools were visited after organisation, at which time my Assistants reported most of them very backward. Some had made praiseworthy efforts to advance during the time which had passed since school was organised, and had succeeded in much improving the work by carefully following the methods and advice of the organiser; others had paid little or no attention to either, and, in consequence, her exertions had been almost, if not entirely, thrown away. As a general rule, when a teacher has become elderly, there is little hope of reforming her bad methods, if she have them—but I found some young mistresses in charge of neglected schools, and was much more surprised at their supineness.

**Manual
Instructresses.**

The appointment of a Manual Instructress, in a mixed school, should be a great boon to the pupils, and a great help to the master, who is thereby relieved of the care of infants (always most suitably placed in womanly hands) and enabled to carry out the full programme of instruction for the girls under his charge. The only drawback appears to be the difficulty of obtaining suitable candidates for this position—suitable, at least, so far as needlework is concerned—I know nothing regarding their ability to teach the other subjects required. But their knowledge of needlework frequently leaves much to be desired. During the past year I have examined and reported upon the work of 132 candidate Manual Instructresses, and have twice examined the specimens of fifteen of this number. Of these candidates I find that three were

well qualified, and twenty sufficiently so; twenty were fairly, or pretty fairly, capable; thirty-two achieved passes, half of them quite by the skin of their teeth; and fifty-seven failed altogether. Of the latter, seventeen were disqualified for having presented a set of specimens from which some important test was missing, generally knitting, or the prescribed articles of cutting-out. Some of these candidates passed when re-examined. The standard of attainment for them is not high—the standard of a pass is, certainly, low; it shows that candidates are poorly qualified, as a rule, in this subject, when so many of them fail to reach that very moderate elevation.

I am, Gentlemen,

Your obedient servant,

M. PRENDERGAST,

Directress of Needlework.

To the Secretaries.

General Report for 1902 of Miss FITZGERALD, Head
Organizer of Cookery and Laundry.

GENTLEMEN,—I beg to submit my General Report of Cookery and Laundry-work for year ended 31st December, 1902.

Application
for teachers
classes.

Progress, though apparently slow, is real, and abundant proof of increasing interest in our work is found in the numerous applications made by school managers who wished that centres for training National School teachers should be established in their districts. During the year 154 such applications were received; but, needless to remark, with a limited number of Assistants (eleven in all) only a limited number of classes could be held. It has been stated that in some districts teachers complain of not yet having had an opportunity of attending courses of instruction. This is, unfortunately, unavoidable; to meet even one-third of the demands on my Assistants' time classes must be so arranged as to follow closely on one another, leaving little or no time for the very important duty of school visiting.

Number of
teachers
classes.

Classes for teachers only were held in fifty-three centres, forty-eight of which were in Convent Schools, four in ordinary schools, and one in a well-equipped tea-room, which was kindly placed at our disposal free of charge. Short courses of from two to four weeks were also given in five Convent Schools, where, at the time, it would have been inconvenient to establish regular centres.

The following table gives names of centres where teachers' classes were held:—

Ulster (11).—Belturbet, Cavan, Carrickmacross, Derry, Dungannon, Keady, Killybegs, Letterkenny, Lurgan, Portadown, Strabane.

Leinster (16).—Abbeyleix, Arklow, Castlepollard, Clara, Drogheda, Dublin, Dundalk (2), Kildare, Longford, Maryboro', Mountmellick, Mullingar, Navan, New Ross, Raban.

Munster (20).—Bantry, Cahir, Cashel, Castleisland, Clonakilty, Clonmel (2), Cork, Dunmanway, Fermoy, Kilmallock, Kinsale, Lixnaw, Mallow, Tipperary, Tralee, Tulla, Waterford (3).

Connaught (6).—Ballina, Boyle (2), Claremorris, Clifden, Westport.

Total, 53.

Arrangements
for assistants.

In addition to instructing teachers for three hours every evening, my Assistants were engaged for two hours in the forenoon, teaching National School children in the presence of, and for the benefit of, teachers. Only schools situated near the centres could benefit by this arrangement. The short periods that elapsed between the courses were occupied in correcting

examination papers, travelling, fixing room and utensils for coming centre, and, if time allowed, visiting schools. The following table shows work done by my Assistants in 1902 :—

No. of Assistants.	No. of Centres.	No. of Teachers Instructed.	Hours for Teachers Classes.	No. of Children Instructed.	Hours for Children Classes.	No. of Schools Visited.	No. of Short Courses.
11	58	718	5,565	7,122	3,710	448	5

The number of teachers here mentioned does not include many members of different communities who were present at demonstrations; it merely gives the number of secular and religious teachers who followed the entire course, and of the 714 who received instruction, about 337 are teaching Cookery, and 74 of these are also teaching Laundry in their schools.

The expenditure and receipts in connection with teachers' Cookery and Laundry classes, including gas, coal, light, and material, were as follows :—

Paid for Materials.	Received for Cooked Materials.	Actual Expenditure.
£269 17s. 10d.	£56 1s. 7d.	£213 16s. 3d.

The number of teachers trained may appear small, as the result of a year's work; but if the difficulties which prevented many from joining the classes be taken into consideration there is little reason for complaint on this head. It must also be remembered we cannot train teachers by hundreds; experience has proved that at a practical Cookery or Laundry class not more than from sixteen to eighteen pupils can receive a due share of attention from one teacher.

As in 1901, teachers' courses of instruction were of seven weeks' duration; five were devoted to Cookery, and two to Laundry-work. Classes were generally held from 5 to 8 on the first five evenings of every week, and the courses terminated with theoretical and practical examinations in both subjects. Too much cannot reasonably be expected from these very short courses; twenty-five lessons in Cookery and ten in Laundry (each of three hours' duration) can do little more than give a general knowledge of the work; to many teachers these are the first hours they have ever given to household duties,

Teachers.

Teachers' classes.

and following, as they must, on the ordinary work of a school day, no time is left for study, and teachers are often fatigued before they reach the centre.

Teachers'
attendance.

Notwithstanding the many difficulties experienced by teachers who joined the classes, their attendance throughout the entire course was regular and punctual. Sometimes, at much inconvenience and personal expense, they travelled long distances to and from the classes; inclement weather, even during the dark winter evenings, did not hinder them from being present at the appointed hour. I was present at many of their classes, and particularly noticed the zeal and interest taken by teachers in the work; they readily co-operated with the organizer in every detail, and willingly undertook the duties of practice classes. Judging from their anxiety to learn it was quite evident they desired to comply with the Commissioners' wishes, and prepare themselves to meet the requirements of the Programme.

School
visiting.

I regret that more time could not have been set aside for visiting schools; firstly, because of the demand for teachers' classes, and secondly, owing to the limited grant made towards travelling expenses in connection with this duty. During the year my Assistants paid 448 incidental visits to schools, and had some opportunity of observing the character and efficiency of lessons given. Considering the short courses of training teachers had, the reports on their work are generally satisfactory. Any faults found in the method of conducting the classes or arrangement of room or utensils, were pointed out with a view to having them rectified, and the teachers were most grateful for every suggestion.

These visits and personal instructions of my Assistants are of incalculable benefit; by them teachers, who from various causes have been hindered from teaching either subject, are encouraged to make a beginning when shown simple and economical methods of so doing; difficulties which appear insurmountable are smoothed away, and by degrees a humble beginning leads to good practical results. Much of the success we hope for largely depends on provision being made which will afford ample time for this useful work, which, I hope, will become part of a regular system of instruction.

Organizers'
work.

During the year I visited 125 districts, either to organise teachers' classes or visit centres where such classes were being, or had been, held. Cookery, and, frequently, Laundry, are now being taught in the majority of Convent Schools. In some, large sums of money have been expended in erecting special buildings for the purpose; these kitchens are well lighted and ventilated, appropriate provision has been made to accommodate large classes, and the range, utensils, &c., provided for the children's use are in every respect suitable. Among these Convents may be mentioned Clonmel, Fermoy, Foxford, New Ross, Wexford, &c. In Carlow and Naas old schools have been converted into excellent kitchens, and in the former, in addition to the cooking stove, the nuns have provided an open grate, where children are instructed in the

management of turf fires for cooking purposes. In many Convents class-rooms have been set aside and suitably furnished as kitchens; this arrangement answers the purpose admirably; but if, for want of space, these rooms must be occupied throughout the day for teaching other subjects as well as Cookery, it is difficult for any teacher to illustrate in care of her kitchen the order and cleanliness which should be its prominent feature.

In large schools the management of classes varies to suit the circumstances of each. In some, one teacher takes entire charge of Kitchen and Cookery classes, and in others each teacher instructs her own class in these, as in other, subjects. At practice lessons only a limited number of children do the work, the others look on, and their interest in the dishes is sustained by the teacher, who questions them on the "whys and wherefores" of all that is being done.

Management of classes.

During the year I also visited a number of secular schools, and found our subjects were being much more generally taught, particularly in the South of Ireland; indeed, there is scarcely a school in the city or county of Cork into which one or both have not been introduced. I regret, however, to find that in the North—Belfast, Derry, &c., but little interest is taken in the work, and the progress made in this direction is almost nil.

School work.

I was present at many classes conducted by teachers in their schools. Some were all that could be desired; the room, stove, tables, presses, and utensils were tidy and clean, the children were neat and tidy in appearance, and the dishes taught were suitable. Judging from the answers given to the teacher I considered the children had been well taught, and thoroughly understood their work. This does not refer only to Convent Schools, but to others, where teaching such subjects is far more troublesome; in ordinary schools the teacher, if there be no assistant, must superintend all classes herself, and has not even the advantage of a separate apartment for Cookery. Unfortunately, such order and cleanliness are not to be found in all schools; in some, stove, utensils, &c., are far from clean; scullery work seems much neglected, and the subjects taught are unsuitable: it would appear as if pleasing children by teaching fancy dishes in preference to what is useful, was the chief object of the lesson. Cleanliness, tidiness, and accuracy must be strictly adhered to, and until this fact is realised, also; that suitable and properly graduated subjects are absolutely necessary, the result accruing from Cookery and Laundry instruction cannot be satisfactory. A mere knowledge of the subjects is no guarantee they will be well taught, and if teachers are not naturally tidy and methodical they must constantly exercise great watchfulness over their work. It may be well to mention the principal faults to be guarded against:—

Efficiency of teachers.

- (1.) Want of cleanliness and tidiness in care of stove and all utensils.
- (2.) Insufficient time at each lesson for scullery work.
- (3.) Allowing juniors to clean utensils used by seniors.

(4.) Teaching according to Programme without senior standards having a knowledge of work laid down for junior standards.

(5.) Teaching unsuitable dishes.

(6.) Crowding too many dishes into one lesson.

Management
in schools.

Regarding the syllabus, many teachers seem to have formed mistaken ideas; they forget they are not obliged to adopt all the work set forth in the Programme, and that, at present, no regular form can be adhered to. Considering that in many instances all classes are equally ignorant of the plainest cooking or scullery work, collective teaching might be practised with advantage, which, in small schools, would simplify matters to a great extent. Each teacher should arrange simple courses suitable to the circumstances of the children, keep a list of dishes taught throughout the year, and a record of the instruction given at each class. This should be submitted to the inspector, who, at examination, will be more pleased to find a little well done than a number of dishes carelessly run through.

Apparatus
provided.

Managers of some schools lost no time in providing their teachers with all necessary apparatus, so that when their courses of training were over the subjects were immediately started in the schools. Other teachers who were not so fortunate purchased, out of their private incomes, the utensils requisite, and in several districts equipment was procured through local subscription, evening entertainment, concerts, or by the teacher giving a course of instruction to adults; the fees charged for admission covered the cost of providing stove, &c.

Nothing is more praiseworthy than the industry and ungrudging labour of these teachers, who realised the necessity of imparting their knowledge to the children, and left no stone unturned in order to provide themselves with a means of so doing. In many schools I suggested that the children should subscribe one penny per week towards cost of utensils; the suggestion was most cheerfully agreed to, and in a short time from £3 to £4 was collected. Children seem pleased to subscribe in this manner, and the donation, however small, makes them appreciate their lessons all the more, and take particular pride and interest in caring utensils thus procured. It is true that but few utensils are necessary to make a beginning; but teachers must have a suitable fire-place or stove. Where large open grates are provided stoves are not necessary, as excellent cooking may be done on turf fires; but when grates are very small Cookery is out of the question. If such grates were replaced by small stoves, which may be had from £2 10s. and upwards, the school would be better heated, and Cookery instruction could be given. Since the cost of heating rooms frequently devolves on teachers and children the question of comfort and economy should be considered; therefore it would be desirable if, in rural districts, practical instructions in Cookery or Laundry were confined only to winter months; in summer useful lessons could be given in theory, object lessons, &c.

The daily and much dreaded expense of providing materials Providing materials. has, for the present, disappeared; when classes are judiciously managed children willingly bring materials, or one penny per week, which sometimes covers cost of fuel and ingredients; but this being a voluntary act may cease at any moment, so that, as matters now stand, teachers' Cookery lessons entirely depend on the whims and fancies of children and their parents and if the work is to continue teachers must be prepared to defray all expenses out of their private incomes. Surely, this is a most unsatisfactory condition, and I trust some grant will be made which will place Cookery and Laundry on a sure footing, and guard the teacher from the possibility of personal expense. When children provide materials it is well to remember the following points:—

- (1.) Teacher should name children who are to bring materials for following lesson.
- (2.) The quantities required for each dish should be specified.
- (3.) The same child should not provide materials too frequently.
- (4.) Children should take home cooked the dishes they provide.

Though in the generality of Convent Schools good work is being done with regard to teaching our subjects, yet there are some schools into which neither Cookery nor Laundry has been introduced; these, I am happy to say, are few; but if children were only instructed in the value of food and the cleanliness necessary in preparing it, some comfort might be added to their homes, and it is a pity that in all Convents where so many advantages are found, instruction of this nature is not given.

The chief obstacle to success in our undertaking is, undoubtedly, want of financial aid. The staff of Instructresses Equipment grant. appointed by the Commissioners spared neither pains nor trouble in fulfilling their duties: they worked with zeal and energy throughout the year. Teachers also did their part; but many who were trained were disheartened and discouraged when they found no grants were made towards Cookery, though, I understand, they were freely given for other subjects. I trust that in the near future these disadvantages will cease to exist, and that grants will be made which will enable all teachers to carry out the wishes of the Commissioners.

I am, Gentlemen,

Your obedient servant,

MARY FITZGERALD,
Organizer of Cookery and Laundry Work.

To the Secretaries,
Education Office,
Dublin.

General Report on Musical Instruction, 1902, by Mr.
P. GOODMAN, Inspector of Musical Instruction.

GENTLEMEN,—Herewith I beg to submit my General Report as Inspector of Musical Instruction for the year 1902.

Increase in
the number of
schools in
which vocal
music is
taught.

The last published Report of the Commissioners contains the pleasing information that on the 31st December, 1901, Vocal Music was taught in 69·4 per cent. of the Irish National Schools. For the previous year the percentage of schools in which Singing was to be found, had been 45, while in the year preceding that again—in 1899—it had only been 17. It will therefore be seen that during the two years 1899-1901 the number of schools in which music was a subject of instruction had increased from 17 per cent. to 69 per cent. And as there is every reason to think that the subject has continued to advance during the past year, it is hardly too much to expect that, when the next Report of the Commissioners is published, we shall find that singing is now taught in considerably over 70 per cent. of the National Schools of this country.

This gratifying state of things is, of course, immediately due to the fact that the Commissioners have made vocal music practically an obligatory subject of instruction, since they have expressly stated in their New Programme that they desire it should be introduced as soon as possible into all their schools. The promptness with which this desire of the Commissioners has been met on the part of the teachers, proves conclusively that there exists no particular difficulty with regard to the subject, and that, as I pointed out in my last report, the Commissioners have only to persist in demanding it, to have music, in a few years, universally taught in their schools.

At the time the Commissioners launched their new educational scheme—in 1900—school music in Ireland was, it must be admitted, in a lamentably backward condition. It had previously been always regarded as an "optional" and "extra" branch of instruction, to be taught or not, according to the pleasure of the teacher, and notwithstanding that special fees were allowed for "passes" in it, it had been wholly ignored in the great majority of the schools. Of the 12,000 teachers estimated to be in the Board's service at the time, only a fourth, or some 3,000, were registered as competent to teach the subject. When, therefore, the Commissioners determined that vocal music should be forthwith introduced into all their schools, there was, first of all, this grave difficulty in the way, that the greater number of the teachers of the country were incapable of teaching it. To meet this difficulty the Commissioners created a special musical organisation for the express purpose of teaching the teachers and of introducing the subject into the schools. The organisation is now in the third year of its existence. In my two last Reports I have described its earlier doings. It now devolves upon me to give an account of its work for the past year.

The object of the organisation is to get vocal music taught in all National Schools, and as soon as possible. The organisers endeavour to accomplish this by teaching the teachers in the first place, and next by teaching the schools. To teach the teachers and to render them capable of teaching their pupils, short courses in music are given during the year by organisers, who travel from place to place all over the country. Every evening of the week classes are held in six different "centres." To each class are summoned all the school teachers living within a radius of eight miles from the place in which the class is to meet. For two hours each evening—usually from 6 to 8 o'clock—the organiser instructs the class; the course lasting for five or six weeks. At the end of the course there is an examination of the class collectively and individually, held usually by myself. The organiser then moves to another "centre," and repeats his lessons there. Working in this way we have been able to hold thirty-nine classes for teachers during the past year. The following are the places in which they met, together with the names of the organisers who conducted them :—

The teachers' classes.

Miss APPELYARD, 6 classes.—Newtownstewart, Omagh, Letterkenny, Stranorlar, Milford, Ballymena.

Miss BYRNE, 6 classes.—Bandon, Skibbereen, Dunmanway, Bantry, Macroom, Millstreet.

Miss COLCLOUGH, 6 classes.—Donegal, Maryborough, Cashel, Mallow, Mullingar, Roscommon.

Mr. DAVIDSON, 8 classes.—Belfast (2 classes), Coleraine, Londonderry, Castlebar, Westport, Ballina, Drogheda.

Mr. MAGUIRE, 6 classes.—Killybegs, Castlederg, Manorhamilton, Ballinamore, Carrick-on-Shannon, Boyle.

Mr. ROBINSON, 7 classes.—Tralee, Caherciveen, Killorglin, Killarney, Dingle, Ennis, Limerick.

The numbers attending these classes have varied with the locality. Exhausting each district, as we try to do, by summoning every teacher living within the prescribed distance of eight miles from the centre, the numbers summoned must necessarily depend upon the number of schools to be found in the district. There is no compulsion about attending our classes. Teachers are free to make use of them or not, just as they please. We come as friends of the teachers, to assist them in qualifying themselves to carry out the requirements of the New Programme. Singing, according to it, is to be introduced as soon as possible into all schools, and our visit to a particular district is simply to enable all the teachers living in it to comply with the Board's wishes. The summonses sent to the teachers are an official intimation that they are "at liberty" to attend the class. If, to do so, they travel a distance of four miles or over, the fact of having received a "summons" will entitle them to get a portion of their travelling expenses repaid by the Office.

Attendance of teachers at the classes.

In order more clearly to show the actual work effected by

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Teachers' Classes.

the classes I give here the number of teachers attending each of the thirty-nine classes of the year. They were all, it may be remarked, mixed classes, consisting of schoolmasters and schoolmistresses :—

CENTRE.	Number of Teachers instructed.	CENTRE.	Number of Teachers instructed.
Ballina, . . .	58	Killorglin, . . .	41
Ballinamore, . . .	40	Killybegs, . . .	26
Ballymena, . . .	59	Letterkenny, . . .	40
Bandon, . . .	43	Limerick, . . .	35
Bantry, . . .	49	Londonderry, . . .	88
Belfast, Class 1, . . .	123	Macroom, . . .	57
Do., Class 2, . . .	123	Mallow, . . .	37
Boyle, . . .	39	Manorhamilton, . . .	47
Caherciveen, . . .	41	Maryborough, . . .	54
Cashel, . . .	16	Milford, . . .	21
Castlederg, . . .	39	Newtownstewart, . . .	38
Carrick-on-Shannon, . . .	37	Millstreet, . . .	41
Castlebar, . . .	32	Mullingar, . . .	48
Coleraine, . . .	59	Omagh, . . .	59
Dingle, . . .	13	Roscommon, . . .	39
Donegal, . . .	40	Skibbereen, . . .	54
Dunmanway, . . .	60	Stranclar, . . .	34
Drogheda, . . .	77	Tralee, . . .	59
Ennis, . . .	34	Westport, . . .	33
Killarney, . . .	38		

We have here a total of 1,865 teachers under instruction during the past year, giving an average of forty-seven teachers to each class. To these acting teachers must be added the nuns and the monitresses who assisted at the lessons given in the twenty-one Convent schools in which our classes were held during the year, but of whose attendance I have kept no record, inasmuch as their names are not entered in the class rolls. If, however, we allow an average attendance of five nuns and five monitresses we shall have a total of over 2,000 teachers instructed in these classes during the past year.

These figures tell their own tale. That nearly 2,000 men and women of mature years should put themselves to the inconvenience of travelling long weary journeys night after night—and every night—for a period of five or six weeks in order to qualify themselves to teach an elementary subject required by the Commissioners surely speaks volumes as to their earnestness and their strong sense of duty. Nothing, indeed, in the whole movement recently inaugurated by the Commissioners stands forth more prominently than the extraordinary eagerness of the teachers to qualify themselves in the new subjects introduced by the Board's latest Programme. Young and old, clever and dull, robust and feeble, fathers and mothers grown grey in the Board's service, together with their sons and daughters just entering it, and even delicate women, all flock into the classes and conduct themselves throughout

the entire course in as meek, humble, and docile a manner as if they were children for the first time come to school. Nor do I pretend that they act in this way from any excessive love for these new subjects. No doubt, generally speaking, they like music—who does not?—and are delighted to get an opportunity of improving themselves in it; but I do believe their main anxiety is to qualify themselves to meet the new demands made upon them, and to render themselves capable of efficiently discharging all the duties of their position. They learn the new subjects, in my opinion, not so much from any special love for them—although that is often not wanting—but simply because they are required to teach them.

Be this as it may, I certainly can complain of no want of interest in my subject on the part of the teachers. Those attending the music classes during the past year have displayed the same attention and the same eagerness to learn as in the preceding years. The great earnestness of the teachers, and their anxiety to improve, certainly deserve the most generous recognition. I wish I could say as much for their general vocal ability. But here I must moderate my praises. Seeing that the subject had been hitherto neglected in the schools, and that the majority of the teachers were wholly unacquainted with it, it would be unreasonable to expect that anything like a high standard of musical efficiency should be found amongst them. At nearly every centre we meet with teachers, male and female—chiefly elderly—who cannot be got to do even the simplest things in music correctly. They are often touchingly anxious to learn, but at their time of life, and with class teaching only, learning or improvement is out of the question. One might as well try to make acrobats out of such individuals as singers. Such cases—and I regret to say they are numerous enough—are the despair of the organisers. Had our task been simply to get music into the schools by teaching the children only, it would have been a comparatively easy one, for there is, generally speaking, no very great difficulty in teaching children to sing. But to make singers and teachers of singing out of much of the material that often appears at these classes—elderly men and women for the first time in their lives trying to give utterance to musical sounds—is beyond the power of mortal man.

Interest of
the teachers
in music;
their musical
ability.

It must not be supposed, however, that the material attending our classes is all of this kind. This is not so. The classes, on the whole, are of a very mixed description. The Training Colleges have not been for twenty years at work without leaving their mark upon the teachers of the country. Their influence is visible in music, as in everything else. More than half the teachers of Ireland have now been trained, and a considerable proportion of this half will be found more or less acquainted with music. In our classes individuals having any practical acquaintance—however slight—with our subject, are head and shoulders over those to whom it is absolutely new. The past College students are, indeed, easily recognisable at all our classes. They would be still more so

if the training course meant always the same thing. But apart from the difference of colleges, there is the still greater difference of the one year's and the two years' courses. And owing to causes into which I need not here enter, the average degree of musical efficiency of the one-year student in the past cannot be said to have been very high.

The material attending our classes, therefore, is of a very mixed character. On the one hand we have past students of the Colleges, who have already studied our subject during their training course; on the other, we have individuals who have never been to the Colleges, and to whom for the most part our subject is absolutely new. We must, however, take things as we find them, and make the most we can of them. The organisers face the situation boldly. They begin at the beginning, and put their classes right through a complete course of elementary musical training. At the end of the courses I find the classes almost invariably able to sing readily from my pointing on the Modulator tests, including transition, chromatic tones and minor mode phrases; able to sol-fa readily from my pointing on a Blank Staff; able to attack in a creditable manner sight tests in both notations; able, too, to give a good rendering of a number of standard school songs, generally in unison, occasionally in two-part harmony. Collectively heard the classes are nearly always good elementary classes. No great weakness is perceptible until the individual tests are tried. Then, too often, they do not appear to advantage. It cannot be said that the tests I give are too difficult, for they are invariably of the most elementary kind. But simple as they are, I cannot say that, generally speaking, they are gone through in as satisfactory a manner as I could wish. Our short courses, therefore, I fear it must be admitted, while producing fairly good class work, can hardly be said to develop much individual ability.

Classes weak
in individual
tests.

Readiness of
the teachers
to teach the
subject.

Whether able to do much or little, the gratifying feature of the situation is that almost every teacher attending the classes endeavours straight off to introduce music into his or her school. And it not seldom happens that teachers who get through my little tests in but indifferent fashion, yet manage to teach the subject quite efficiently in their schools. Time after time it has been pointed out to me by my assistants that individuals who when under examination appeared to be anything but strong in our subject were yet teaching it, with good results, to their pupils. And it is intelligible enough why this should be so. In his school the teacher teaches only what he has prepared, what he knows. At the examination he is called upon to do something unprepared, something unseen or unknown before. The two things are distinct. No doubt ability to perform sight tests creditably indicates a mastery of the subject which it would be most desirable our teachers should possess; but inability to do such things by no means proves utter incompetence. "Experience has proved," wrote the late Sir John Stainer, in 1884, "that many students who have only just managed to scrape through my examination have afterwards become, not only zealous, but highly successful."

ful teachers of music in their schools." (*Reports on Examinations in English Training Colleges*, 1884.)

Under the influence of the organisers' lectures the teachers everywhere set about starting the teaching of singing in their schools. But how do they continue to teach it when left to their own resources, when the organiser is no longer at hand to encourage them and give them friendly help? To fully answer this important question one should have the returns of all the examinations held by the inspectors throughout the country during the year. As, however, these are not available, I must content myself with giving a mere glimpse of what is being done. For financial and other reasons the teachers' evening classes were suspended for a considerable portion of the winter months. During this period the organisers occupied themselves in revisiting former centres—centres which for the most part they had organised the year before. In all they visited twenty-six such centres, and reported upon the results of the Music teaching in 748 schools. In 671 (89·7 per cent.) of these 748 schools Singing was taught more or less successfully. In 77 of the schools (10·3 per cent.) no music was to be found, the teachers being unable to teach the subject. The following are the names of the centres revisited and of the organisers who reported upon them:—

Their success
in teaching
music.

Miss APPLEYARD.—Five centres revisited: Buncrana, Carnadoagh, Letterkenny, Moville, Strabane.

Miss BYRNE.—Three centres revisited: Bandon, Carrick-on-Suir, Dungarvan.

Miss COLCLOUGH.—Six centres revisited: Thurles, Templemore, Granard, Longford, Maryborough, Cashel.

Mr. DAVIDSON.—Five centres revisited: Cavan, Galway, Tuam, Athenry, Sligo.

Mr. MAGUIRE.—Three centres revisited: Castlederg, Donegal, Killybegs.

Mr. ROBINSON.—Five centres revisited: Ballinasloe, Claremorris, Kiltymagh, Swinford, Tralee.

The following summary of the organisers' reports will give some idea of the condition of the music teaching in the 748 schools visited:—

ORGANISER.	Number of Schools revisited.	No. of Schools in which Singing was Excellent.	No. of Schools in which Singing was Very Good.	No. of Schools in which Singing was Good.	No. of Schools in which Singing was Fair.	No. of Schools in which Singing was Poor.	No. of Schools in which Singing was not taught
Miss Appleyard, .	102	19	34	28	17	1	6
Miss Byrne, .	146	—	18	33	34	9	11
Miss Colclough, .	157	—	6	48	78	9	16
Mr. Davidson, .	166	11	32	39	41	16	27
Mr. Maguire, .	86	—	21	31	15	10	9
Mr. Robinson, .	132	7	3	35	48	31	8
	748	37	111	214	233	76	77

From these returns it will be seen that in nearly 90 per cent. of the schools examined, the report as to the results of the music teaching was favourable, in about 10 per cent. un-

favourable. On the whole, it must be admitted, a not unsatisfactory condition of things.

Easter
examination.

At Easter the usual examination of monitors, monitresses, and candidates for training took place. Music being now obligatory on all such candidates, the number of papers returned for marking was considerable. From monitresses and female candidates came no less than 1,425 papers, from monitors and male candidates for training only 545. The answering by the female candidates generally was very good. Although only forty-eight out of the 1,425 received full marks, absolute failure was recorded in but ninety-two instances. The answering on the part of the monitors and male candidates was fair on the whole. Out of the 545 papers returned full marks were scored in ten, and failure in sixty-seven, cases. The examination of all these candidates in the practical tests was conducted by the inspectors at various centres throughout the country, the candidates being required to sing easy modulator exercises and sight tests in either notation.

Training
College
examinations.

In May and June last I held the annual examination in practical vocal music in the different Training Colleges. All told, they are now nine in number, a new college having been opened in Limerick since the previous examination. For the first time in the history of the Colleges, and, indeed, of the Irish system of national education, music had its proper position assigned to it amongst the subjects of examination for King's Scholars. For the first time, last year music was no mere optional subject in the college course, to be chosen or not, as the candidate pleased. Without exception, all King's Scholars are now bound to present themselves for examination in it. Students, however, are not penalised for being unmusical. If they declare themselves "incapable" in the subject, and if they are found to be really so on being tested by the Examiner, they are held to be "excused," and the subject does not count against them when the "averages" of marks are being made out. But if a student is found to possess any musical capacity whatever, he is bound to go through the various items of the examination, has marks assigned to each item, and must later take the paper in theory at the July examination. In other words, the subject counts in the examination of all students who are not declared "incapable" by the Examiner. It is, therefore, their interest to qualify themselves as highly as they can in it.

In all I examined 1,068 King's Scholars, 484 of whom were men, and 584 women. They were distributed as follows among the different Colleges:—

MALE KING'S SCHOLARS.		FEMALE KING'S SCHOLARS.	
—	Number examined.	—	Number examined.
Marlborough-street, ...	128	Marlborough-street, ...	111
St. Patrick's, ...	160	"Our Lady of Mercy," ...	152
Church of Ireland, ...	43	Church of Ireland, ...	81
De La Salle, ...	113	St. Mary's, Belfast, ...	26
		"Mary Immaculate," Limerick, ...	74
	484		584

As illustrating the actual condition of things musical in the Training Colleges, I give here the number of outgoing students in each College, who were last year returned as "incapable" in music. The returns refer only to senior students examined in Col. 3, that is, to either one year's students at end of course, or to two years' students at end of second year. The junior students who have still another year's course to go through are not included:—

MALE KING'S SCHOLARS (SENIORS).

	One Year.		At end of Second Year.	
	Number Examined.	Number returned "Incapable" in Music.	Number Examined.	Number returned "Incapable" in Music.
McBorough-street,	31	6	61	7
St Patrick's,	41	8	68	14
Church of Ireland,	9	—	22	3
De La Salle,	29	8	65	9
	110	21	156	33

FEMALE KING'S SCHOLARS (SENIORS).

	One Year.		At end of Second Year.	
	Number Examined.	Number returned "Incapable" in Music.	Number Examined.	Number returned "Incapable" in Music.
McBorough-street,	34	3	79	7
Our Lady of Mercy,	13	1	79	7
Church of Ireland,	6	1	36	4
St Mary's, Belfast,	—	—	77	8
"Very Immaculate," Limerick, ...	25	2	—	—
	77	7	262	26

I should like to say something on these figures, but I fear I have already exceeded my allotted space. The same reason must prevent me from going into details as to the examinations in the Colleges generally last year. There can be no doubt but that a great deal of earnest attention is now given to the study of music in the Colleges. Students know well that the best musicians among them are the first to get places outside, and work accordingly. There is an increasing demand amongst managers for teachers competent to teach singing, and there is perhaps, at present, no more sure and certain way for the Colleges to obtain a reputation with managers

than through music. Now that we are on the eve, apparently, of a great revival of music amongst us, this will be the case more than ever. More than ever will skilled music teachers be looked for. And if it gets abroad that special attention is given to this subject in any particular college, and that the students coming from it are invariably found to be musically competent and satisfactory, there can hardly be a doubt but that such a college will be applied to in the first instance whenever a manager wants a teacher capable of conducting the music of his school or of his church. The Colleges, therefore, in their own interest can hardly treat the subject too generously. And this generous treatment may be shown not only by hearty sympathy and good will on the part of the College authorities towards music, but also, and more especially, by liberality in the number of hours weekly assigned for its study and practice.

I am, Gentlemen,

Your obedient servant,

P. GOODMAN.

The Secretaries,

Office of National Education,

Marlborough-street.

General Report for 1902 by Mr. W. M. HELLER, Head
Organizer of Elementary Science and Object Lessons.

GENTLEMEN,—Considering the magnitude of the changes involved in the New Programme, and the enormous demands it has made upon the teachers, the progress to be recorded in 1902 is, in my opinion, eminently satisfactory. It is pleasing to notice that a better understanding has led to a better appreciation of the aims and methods of the new curriculum; it is obvious that teachers are thinking a vast deal more about their work than formerly, and I am informed that enthusiasm—that first essential of successful teaching—is much more general than during the latter years of the results system. It is only those who are actually doing the teaching that can fully realise the change of attitude of mind in teacher and pupil, that the New Programme demands; we must not expect to achieve generally the ideals of this programme in two years—perhaps not in ten; experience is a slow, but sure, teacher, and we must look forward to years of patient administration, honest work, assisted by constructive help in the schools, and sympathetic and helpful inspection, before the schools can reach that state of efficiency which ultimately should be attained.

I was engaged in similar work in primary schools in London at the time of the abolition of the results system in England, and am of opinion that the additional freedom accorded to the teacher, has, in Irish schools, resulted in greater progress, and has led to less abuse, than was the case in English schools; the simultaneous introduction of the New Programme, and the abolition of "payment by results," mainly account for our better record.

During the past year classes for the training of teachers have been held in many new districts, and although the funds at my disposal only permitted such classes to be held during six months of the financial year, no less than 1,349 teachers have been registered as qualified to *begin* the teaching of elementary Experimental Science; taking into consideration the time spent upon the production of a satisfactory record of their laboratory work, most of these teachers have devoted about 120 hours to this subject.

I append a detailed list of classes held, and the number of teachers attending each, from which it will be seen that over 1,000 teachers have been under instruction during the year.

[TABLE

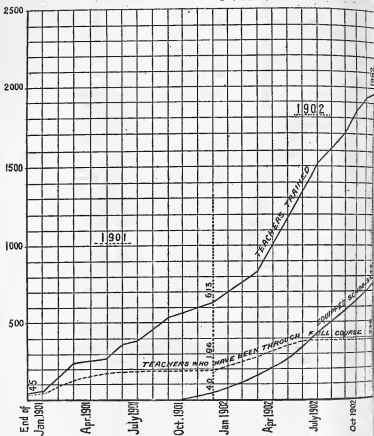
Date.	Centre.	Nature of Course.	Organiser.	Number of Teachers.	Men or Women.
June-July, '01. Oct. '01-Mar. '02.	Londonderry.	Evening, (Full).	Mr. Forgrave.	23	Men.
June-July, '01. Oct.-Mar., '02.	do.	do. do.	do.	9	do.
Dec. '01-Mar. '02.	do.	Saturday, do.	do.	20	Mixed.
Nov. '01-Mar. '02.	Coleraine.	Evening, Part I.	do.	18	do.
Do.	do.	do. do.	do.	24	do.
Dec. '01-Mar. '02.	Londonderry.	do. do.	do.	22	do.
May-July.	Enniskillen.	Even. and Sat. do.	do.	28	do.
Do.	do.	Evening, do.	do.	32	do.
Do.	do.	do. do.	do.	27	do.
Do.	do.	Convent, do.	do.	7	Nuns.
Nov.-Mar. '03.	Ballymoney.	Even. and Sat. do.	do.	22	Mixed.
Do.	Londonderry.	Convent, do.	do.	17	Nuns.
Feb.-Apr.	Galway Monastery.	Monastery, do.	Mr. Connell.	9	Brothers.
Do.	Mercy Convent, Galway.	Convent, do.	do.	18	Nuns.
Do.	Presentation Convent, Galway.	do. do.	do.		
Apr.-June.	Athlone.	Evening, do.	do.	28	Mixed.
Do.	do.	do. do.	do.	28	do.
Do.	do.	Morning, do.	do.	6	Nuns.
July-August.	Letterkenny.	Day, do.	do.	30	Mixed & Nuns.
August-Sept.	Sligo.	Evening, do.	do.	23	Nuns.
Oct.-Mar.	Belfast.	do. (Full).	Mr. Hamilton.	33	Men.
Do.	do.	do. do.	do.	33	do.
Do.	do.	do. do.	do.	33	do.
Do.	do.	do. Part I.	do.	36	do.
Do.	do.	do. do.	do.	38	Womens.
Nov.-Mar.	Coleraine.	Saturday, do.	do.	61	Mixed.
Apr.-June.	Dundalk.	Evening, do.	do.	32	do.
Do.	do.	do. do.	do.	32	do.
Do.	do.	Even. and Sat. do.	do.	32	do.
Do.	do. Mercy Convent.	Convent, do.	do.	12	Nuns.
July.	Carriekmacross.	Evening, do.	do.	32	Mixed.
Do.	do.	Convent, do.	do.	8	Nuns.
August.	St. Mary's, Belfast.	do. do.	do.	22	do.
Oct.-Dec.	Belfast.	Evening, do.	do.	26	Men.
Do.	do.	do. do.	do.	46	Womens.
Do.	Larne.	Saturday, do.	do.	18	Mixed.
Jan.-Mar.	Dublin.	Evening, (Full).	Mr. Ingold.	35	Men.
Do.	do.	do. do.	do.	24	do.
Do.	do.	do. Part I.	do.	40	Mixed.
Do.	do.	do. do.	do.	41	Womens.
Do.	do.	Saturday, do.	do.	52	Mixed.
Jan.-Apr.	Tullamore.	Friday, do.	do.	12	Nuns.
August.	Dublin.	Day, do.	do.	52	Men.
Oct.-Dec.	do.	Evening, do.	do.	39	Womens.
Do.	do.	Saturday, do.	do.	46	Mixed.
Do.	King's Inn Street.	Day, do.	do.	20	Womens.
Jan.-Feb.	Wexford.	Convent, Mercy, do.	Miss Maguire.	14	Nuns.
Do.	do.	do. St. John, do.	do.	16	do.
Nov.-Feb.	do.	Evening, do.	do.	32	Mixed.

Date	Centre.	Nature of Course.	Organiser.	Number of Teachers.	Men or Women.
Mar-May.	New Ross.	Evening, Part I.	Mrs Maguire.	30	Mixed
Do.	do.	do.	do.	30	do.
Do.	do.	do.	do.	30	do.
June-July.	Kinniscorthy.	do.	do.	22	do.
Do.	do.	do.	do.	25	do.
Do.	do.	do.	do.	24	do.
July.	Newtownbarry.	Day.	do.	7	Nuns.
August.	Dungarvan.	do.	do.	29	Mixed & Nuns.
Do.	do.	do.	do.	34	do.
Oct-Dec.	Kilkenny.	Evening.	do.	28	do.
Do.	do.	do.	do.	28	do.
Do.	do.	do.	do.	30	do.
Jan-Mar.	Cork.	do.	Mr. Thompson.	29	do.
Do.	do.	do.	do.	32	Women.
Do.	do.	do.	do.	25	Men.
Do.	do.	do.	do.	20	Women.
Do.	Cork Mercy Convent.	Convent			
Do.	do. Presentation Convent.	do.	do.	48	Nuns.
Do.	do. Charity Convent.	do.			
Apr-June.	Tralee.	Evening.	do.	26	Mixed & Nuns.
Do.	do.	do.	do.	25	
Do.	do.	do.	do.	25	
Do.	do. Mercy.	Convent.	do.	12	Nuns.
Do.	do. Presentation.	do.	do.		
July.	Cork Day.	Day, Parts I. and II.	do.	28	Mixed.
August.	Marrooma.	Evening, Part I.	do.	32	do.
Do.	do. Mercy Convent.	Convent.	do.	14	Nuns.
Nov-Apr.	Cork.	Evening, Pts. I. & II.	do.	30	Men.
Do.	do.	do.	do.	31	Women.
Do.	do.	Saturday, Part I.	do.	30	Mixed.
Do.	do. Blackrock Convent.				
July, 1902.	Queenstown Convent.	Day.	do.	6	Nuns.
Jan-Mar.	Waterford.	Evening.	do.	28	Men.
Do.	do.	do.	do.	28	do.

I append a chart, showing the rate of training of teachers in Elementary Science, and the rate of equipment of schools.

[CHART

CHART.



It is a pleasure to again record that the work of the teachers in the classes has been of a high standard. Notwithstanding long journeys over bad roads in bad weather, after a day's work in their schools, teachers have cheerfully attended classes of three hours' duration with great regularity and punctuality, and although in the great majority of cases the Commissioners' grants in aid of the travelling expenses of teachers have defrayed the actual expenditure on travelling, there are numerous cases in which teachers have been seriously out of pocket. The work of the classes necessitates concentrated effort and attention, both in the laboratory and afterwards in producing a written record of the lectures and practical work; in order to reach the qualifying standard, which is not by any means a low one, the teacher must have acquitted himself satisfactorily as regards work in the class, note book, examination, and regularity of attendance. Considering the severity of the test, deemed necessary in order to ensure efficiency, the percentage of teachers who fail to qualify is small.

Work accomplished in the Training Classes.

It has been stated that the older teachers of both sexes, and the women teachers generally, would not be able to take advantage of these training classes in Elementary Science, but experience has shown this to be a false alarm; other things being equal, the additional experience of an elderly teacher is just as valuable in these classes as in the school-room, and some of the very best work has been accomplished by such teachers; nor have the women teachers shown any inferiority in carrying out the work of the classes, and in the schools have carried on the instruction with intelligence and success; the better knowledge of arithmetic that the average male teacher seems to possess, gives him, at first, some advantage over the women teachers.

The instruction given in the classes has been based upon the first of the alternative courses in the New Programme; this scheme is now, by common agreement, recognised to comprise the necessary and fundamental subjects that must form a common basis of all further science instruction, and as it represents the ABC of science, it can be used to exemplify the experimental method of enquiry to a much greater extent than any other syllabus of Elementary Science instruction that has yet been suggested.

Scheme of Instruction in the Training Classes.

Teachers and organisers alike seem satisfied that the present method of working the classes is the best, under existing conditions. It is obvious that more than thirty teachers cannot be properly instructed in one class; in the centres in which we have worked so far, it has been possible to summon two, or even three, groups of thirty teachers to the centre from reasonable distances, so that one equipment could be utilised on six days in the week, the same classes, as a rule, meeting on two evenings in each week; but the centres in which classes will be held in future will mostly be such that not more than thirty teachers could be summoned to them from convenient distances.

Organisation of Classes.

As an organiser's equipment cannot be moved, and cannot,

therefore, be employed in two or more centres during the same period, and as experience has shown it is not desirable that an evening class should meet on more than two evenings during the same week, three equipments are necessary if an organiser is to hold three classes during the week. Londonderry, Belfast, Dublin, Cork, and Waterford are now supplied with *double* equipments, and it will be necessary to gradually augment these equipments until three classes can be held in different centres in the same week, without the necessity of carrying apparatus continually to and fro. A sub-centre equipment will, later on, be required for Galway, and double equipments for each new sub-organiser appointed.

Continuation
Courses.

In the great majority of classes held during the past year, only the first part of the course has been covered; it is not desirable that teachers should attend Part II. courses until they have carried out satisfactory instruction in their schools in the earlier portion of the work. These continuation classes should be day courses of instruction in the chief centres, and should only be available for those teachers who have made good use of their first course.

Visitation of
schools by
organisers.

Although the training classes should enable a teacher to make an immediate start in his school, a few visits of the organiser to the school are exceedingly helpful to the teacher inexperienced in this subject; with the continuous demands for classes coming from all parts of the country there is a temptation to sacrifice this most important and indispensable work of organising and teaching in schools, in order to satisfy these demands. The smallness of the Treasury grant for the payment of the travelling expenses of teachers came as a blessing in disguise, for it effectually prevented the establishment of more classes, and enabled the staff to devote themselves to constructive work in the schools during about four months of the year.

General
impressions
of the work
in schools.

My general impressions of the character of the Science teaching in schools are based, partly on my own experience, but chiefly upon the reports which my staff send me from time to time. Although the introduction of Elementary Science as a compulsory subject for girls' schools, was at first regarded by the women teachers with some doubt, yet I am glad to say the excellent work of the women teachers in the classes has been followed by excellent instruction in their schools, and I think there are few, now, who do not realise the educative value and importance of the subject for girls; some of the very best work has been done in girls' schools, the children showing a great capability and keenness for the subject; as experimenters, owing to their more practical home training, they more than hold their own with the boys.

Programme
for Girls'
schools.

Where a foundation has to be laid, the beginnings of instruction must necessarily be the same for boys and girls; but above the Fifth Standard the Science instruction may be correlated with that in domestic subjects; Domestic Science should be taught simultaneously with Domestic Art, in the form of Cookery, Laundry-work, and Housewifery; but it must be remembered that Domestic Science is an advanced

and complicated Science, which it is folly to attempt to teach until a certain foundation of accurate habit and fundamental knowledge has been laid; every Board* concerned with instruction in domestic subjects has recognised this principle, and any attempt to teach the Science of the household before an intelligent understanding of the common phenomena of chemical and physical change has been gained, must lead to the dismal failure that attended the Domestic Economy teaching of a few years back in elementary schools. After the Fifth Standard some co-ordination in the teaching of the art and science of domestic work is very desirable, and would result in a saving of time; I would venture to suggest that the methods of experimental enquiry could be applied to the teaching of these subjects without disadvantage.

Upwards of 800 free equipment grants have been made to National Schools, the teachers of which have passed satisfactorily through the training classes, or have obtained externally an equivalent qualification. The apparatus is primarily intended to illustrate the instruction in Course I.—Elementary Experimental Science—but is equally necessary to enable experimental work to be carried out in any other course. The Board's contractor has carried out the work of supplying these somewhat complicated equipments with expedition and accuracy, and practically no complaints have come to hand.

In the majority of schools suitable storage accommodation has been provided for the apparatus; this should consist of a press devoted exclusively to the apparatus, reasonably dust-proof, and provided with a lock and key; as a guide to managers it may be mentioned that suitable dimensions for such a press are as follows:—5 feet high, 4 feet wide, and 14 inches deep. A glazed front is preferable to opaque wooden doors. The apparatus should be kept clean and tidily arranged, and inspectors can help greatly, by seeing if there is a place for everything, and that everything is in its place. Too often I see the apparatus, books, and stationery in a state of hopeless confusion; and it almost invariably follows that the instruction is in more or less the same condition; as the apparatus is Government property, and is granted on the condition that it is properly maintained, it will be necessary to withdraw the apparatus in places where efficient use is not being made of it, or where it is suffering from want of proper care. Fortunately, at present these cases are few and far between; but there should not be any such cases.

A flat-topped table, on which experiments can be performed, is a necessary part of the equipment for the teaching of this subject, or any other form of practical instruction; a table with cupboards and drawers beneath will serve the double purpose of demonstration table and storage press. In a good many schools praiseworthy attempts are being made to get the best value from the subject, by arranging for simultaneous indi-

* Within the past few weeks instructive syllabuses of domestic science have been prepared by the Department of Technical Instruction, Ireland, and by the City and Guilds of London Institute.

vidual practical work; in such schools the free equipment grants have been considerably augmented from local sources, and a class-room has been converted into a simple, but all sufficient laboratory. This may be done either by fixed narrow tables 18 inches wide, hinged to the walls of the room, or by using portable table tops to rest on the ordinary school desks.

In cases where a special room is being fitted for Practical and Manual Instruction, it may be made to serve, not only as a Science laboratory, but also for Laundry-work, Cookery, Hand and Eye training, Drawing, and Needlework, to say nothing of its use as an ordinary class-room. In designing such a room the chief desiderata are "sense, simplicity, and space." effective practical work can only be carried out with plenty of elbow room. It would be well, I think, to prepare a typical design of such a room, for the benefit of managers willing to add to the accommodation and equipment of their schools.

Some common mistakes.

Teachers who have been successful through the classes, and who have received free equipment grants of apparatus, are often very slow in getting to work; they seem afraid to take initiative, and wait until the organiser visits the school, and even when the apparatus is unpacked, spend an inordinately long time over the early Practical Arithmetic and Mensuration exercises. Want of ingenuity in devising measurement exercises that will *interest the children*, necessarily leads to dull and lifeless teaching; there is no reason why the measurement exercises should be given in one big dose; practical work with the see-saw and balance can be introduced as soon as the decimal notation is understood, and lessons on filtration, boiling, melting, dissolving, and the general effects of heat on matter, can be introduced at any stage of the instruction; an occasional lesson on growth of seedlings, flowers, leaves, and fruits, should be given in cases where the teacher has allowed the class to lose interest.

Preparation of lessons.

It takes several years for most men and women to become good Science teachers, and they can only do so by the careful preparation of every lesson, and by thoughtful and observant teaching. The note-book written by the teacher in the training class must not be regarded as dispensing with the necessity for careful preparation of lessons in the school.

Duration and number of lessons.

Lessons of less than three-quarter hour's duration are not desirable; in the upper standards two lessons of one hour's duration represent, in my opinion, the minimum time that should be devoted to the subject. I shall be told that two hours cannot be spared; but surely two hours, and more, ought to be spared for a subject which, in addition to its own informational and habit-forming value, embraces instruction in Arithmetic, English Composition, Handwriting, and Drawing. A little more co-ordination of subjects would relieve the pressure on the school time table.

A detailed syllabus of work necessary.

A carefully thought-out *detailed* syllabus of work for each week or fortnight should be prepared at the beginning of the year, and the instruction should progress regularly throughout the year.

Careful, fair copy notes should be kept by all children above the Third Standard; these may, if necessary, represent the second or third effort of the child, and should be original, although the teacher should have discussed the arrangement, but not the phraseology, of the composition; they should be always dated, and good English, good hand-writing, good drawing, and good style should be aimed at. These notes should represent a complete and interesting account of the Science instruction during the year; the strictest honesty of language should be insisted upon. Note books.

The teacher often, at first, monopolises the apparatus to too great an extent. He should endeavour to ensure that every child has performed every important experiment. In a few Irish schools this ideal has *already* been reached without difficulty; and in such schools the interest of the children in the work is very great, and the general work of the school always excellent. The record of each child's experiments should be entered in a class results book. Practical work.

In some schools the substance, without the spirit, of the instruction is given, and the course degenerates into a mere list of experiments, without the careful introductions and conclusions to each lesson which characterise good Science teaching. The teaching should take the form of "carefully directed enquiry," and the teacher must always bear in mind that he has to endeavour to form those habits of work, without which success in after life cannot be achieved.

Almost all teachers who have been through our classes are working Course I.; the few teachers who are taking any of the other alternative subjects are giving instruction on more or less purely informational lines, as these subjects cannot, with elementary students not possessing a knowledge of fundamental principles, be treated otherwise. A few special schemes have been submitted and approved, but have been abandoned in favour of less ambitious work. Alternative subjects.

Instruction in Object-Lesson Teaching.

Not only are the general principles underlying object-lesson teaching fully discussed in the organiser's classes, but at each meeting of the class brief suggestions as to the treatment of some subject are given. The circular on object-lesson teaching has proved useful, and has been appreciated, in those cases where the teacher has received it and taken the trouble to read it; in a large number of cases the teacher has never received it. In the interval between completing a course of instruction in Elementary Science and the receipt of an equipment grant of apparatus, the teacher should alternate lessons on simple Mensuration with object lessons of a nature calculated to arouse the interest of his pupils; in schools the teachers of which have attended a course of instruction, the object-lesson teaching has immensely improved, and an earnest effort is being made by teachers to produce a formative and educative effect through

such teaching; they soon, however, discover that if object-lesson teaching is to be effective, not only the methods, but the matter of the Elementary Science course must be employed to make the subjects intelligible, and they therefore prefer to teach a progressive and systematic scheme to a course of object lessons necessarily independent of one another, informal, and unsystematic.

A teacher, to do justice to any scheme of object lessons, as conventionally understood, requires greater experience, skill, and common sense, than to deal satisfactorily with a systematic course of Elementary Science.

Present
character of
object-lesson
teaching in
schools.

I have made a point of enquiring from inspectors as to the character of the object lessons in schools, the teachers of which have had no opportunity of attending classes. In nine cases out of ten the lessons seem to be a sheer waste of time. This is a serious indictment, but is, I believe, absolutely true; the fact being that thirty years of "results teaching" has effaced from the memory of teachers the purposes, and, therefore, the methods, of such work.

What, then, are the chief causes of the lamentable failure of the majority of teachers to interpret the advice and wishes of the Commissioners on this subject correctly? :—

(1.) *The want of appreciation of the ideals generally underlying the New Programme, and of the purposes for which such instruction is given.*—Until the teachers realise that the principal function of the school is to form those accurate habits which constitute character, and which are a necessary condition for success in any vocation, the object-lesson teaching is likely to continue on purely informational lines.

(2.) *Sufficient effort is not directed at making the children think and observe for themselves.*—The teaching is too often not patient or skilful enough; classes must be trained to concentration, attention, mental alertness, and interest, before such teaching can be successful.

(3.) *The selection of unsuitable subjects for object lessons.*—Too often the inanimate objects nearest to hand in the school-room are chosen as subjects. It is difficult to stimulate the enthusiasm and curiosity of a child on such subjects as the slate, blackboard, chair, or inkpot, &c., &c. Again, the object-lesson cards, and to a lesser degree the object-lesson books, put before the teacher a purely informational ideal. These books and cards contain a mass of information that no educated adult expects to carry about with him; is it not therefore more than absurd to endeavour to load the memory of children of nine, ten, and eleven years of age with such matter? Information lessons on animals, often quite unillustrated, seem to be the favourites.

(4.) *Insufficient and wrongly-directed preparation of the lesson.*—Many teachers do not realise the time and trouble necessary for the proper preparation of an object lesson. The teacher's preparation must be an original enquiry from the object itself; he must go through the same processes that the children will be asked to follow. Books of reference should only be used when the teacher has exhausted his own efforts to obtain information first hand. When lessons have been carefully prepared, there is still a danger of not taking sufficient advantage of the suggestions and difficulties of the pupils, and the work is hurried in order to cover the original plan of the lesson as prepared by the teacher. One does not learn the full capabilities of an object lesson until one has given it several times to different classes of children.

My suggestions for the improvement of teaching in this subject are as follows :—

(a.) Teachers should read and understand the notes and observations of the Commissioners in the New Programme and in the circular of October, 1901.

(b.) The complete scheme of object lessons for the following year should be submitted to, and approved by, the Inspector at his annual inspection.

(c.) The teacher's prepared notes of the lessons, together with additional notes (where necessary) made after the lesson has been given, should always be available for the inspector's perusal.

(d.) After each lesson the scholars should write a good English composition on the subject of the lesson, and these compositions should be kept in an exercise book reserved for this purpose.

(e.) Lessons of less than three-quarters of an hour's duration are not desirable.

(f.) In order to ensure individual observation, the earlier lessons should be so selected that each pupil can handle the object and examine it closely; such subjects as the following might be taken:—Foot rule, cube, squared paper, any wild flower, bean, piece of lead, sugar, salt, match, lens, young seedlings, leaves of trees, grasses, straw and hay, ear of wheat, barley, &c., &c.

(g.) Drawings of the objects should be made by the teacher on blackboard, and by the pupils in their written compositions.

(h.) The method of experimental enquiry should be observed throughout.

(i.) Children should be encouraged to make observations on *definite subjects* out of school, and to bring the results of their enquiries to the teacher at the next lesson (spring and summer months). It is suggested that these enquiries

be made out of school hours by the children on their way to and from school, or at other times. A record should be made each week under some such heads as the following, or, at any rate, some of them :—

- (1.) Date.
- (2.) General description of weather during preceding week, prevailing winds, much or little sunshine, rain, thunder, &c. If thermometer or barometer are available, these readings should be taken regularly. Rainfall.
- (3.) Time of sunrise and sunset—hence length of day.
- (4.) Altitude of sun at noon, by measuring length of shadow of school-house or broomstick. Direction and length of shadow of stick at different hours of the day.
- (5.) Phases of moon, time of high tide (at seaside).
- (6.) Recognition of Pole star and a few of the more important constellations.
- (7.) Condition of forest trees and hedgerows.
- (8.) The wild flowers in bloom, in what situations most often found.
- (9.) Flowers in the garden in bloom, and the insects seen visiting them.
- (10.) Condition of, and operations in, kitchen garden.
- (11.) Operations on farm and state of the crops.
- (12.) Birds frequenting the district; where they build?

Such enquiries will depend very much upon the locality, and the teacher should only set on foot as many subjects for enquiry as can be thoroughly dealt with. Occasional excursions to a neighbouring farm, mill, wood, or stream, might be made when some question of great interest and importance has been raised, by means of such simple "Nature Study."

It is obvious that the direction of such enquiries calls for enthusiasm and thought in the teacher; if he undertakes them perfunctorily or without personal interest, they are much better left alone. Professor Miall has defined the qualifications necessary for such work as, *first*, knowledge and love of nature, and, *secondly*, good teaching ability.

It is unfortunate that object lessons are often considered as simple preliminaries to the teaching of systematic Elementary Science, whereas exactly the reverse is the case; they have for the last sixty years been much more abused than used, for the simple reason that persons were expected to teach them who had neither knowledge of the scientific method nor of the fundamental facts and principles underlying scientific knowledge.

The great progress in methods and efficiency that has been achieved in the schools of the great Scotch and English Boards is largely attributable to the constant supervision and help that is afforded by the Board's inspectors and organising teachers.

The need for more frequent visits to schools.

In Irish National Schools the organising staff is attempting to give similar help; but whereas perhaps only one visit a year is possible, a visit *at least* once a month is desirable, in many schools, which are at present attempting, not only new subjects but new methods.

Under present conditions general efficiency can only be obtained by a much more numerous organising staff, working in conjunction with, and possibly under the direction of, the inspection staff. Sub-organisers are instructed to report on the Science and Object Lesson instruction in schools on a special official form, which should be available for the inspector's perusal when he next visits the school. My experience in Irish schools shows that the inspector controls the situation; what he advises and asks for will be attempted by the teacher, and, what is of greater moment, what he does not ask for will not be attempted in the majority of cases; it is important, therefore, that the report of the organiser, who has probably spent three hours at his subject in a school, should be considered by the inspector, who, at his annual visit, has all too little time to make a detailed examination of the teaching in *all* subjects.

The names of teachers to be summoned to classes are now selected by the local inspector in consultation with the head organiser. This arrangement has worked most satisfactorily, and my thanks are due to many inspectors who have taken great trouble in preparing suitable lists of teachers.

Method of
summoning
teachers to
classes.

Some modifications of the school programme in Elementary Science appear to me desirable. *Systematic* instruction might be postponed to the Fourth Standard, and the present scheme of work spread over the present three upper standards, and an additional standard (the seventh). Special subjects of Science could be started in the schools of the higher grade type, in an Eighth Standard. A more detailed syllabus than that appearing in the present code would be welcomed by teachers.

Modifications
in pro-
gramme.

Instruction in Elementary Science is given in very few evening schools; it would appear to be a particularly suitable subject for such classes, and if employed in co-ordination with Practical Arithmetic, Composition, Writing, and Drawing, would make the programme of these schools much more attractive than at present, and at the same time pave the way for the work of the Technical Instruction Committees.

Elementary
science in
evening con-
tinuation
schools.

A number of Technical Schools have been instituted in various parts of the country, and are equipped with laboratories for the teaching of Elementary Science; a number of these have arranged classes for National teachers, in which the Programme of the National Board is followed; in several cases the Commissioners have agreed to recognise the instruction given in these classes as equivalent to that given in the Board's classes, provided certain conditions are observed. Technical Schools that are suitably equipped, and where a competent and experienced Science teacher is engaged, should be utilised as far as possible for classes of National teachers, and so enable the Board's organisers to deal with the teachers in those dis-

Technical
schools and
training of
National
teachers.

tricts, which for a long time cannot possibly be provided with Technical Schools; the mutual advantages of such an arrangement to the Technical Schools and to the National teachers is obvious.

These Technical Schools can never deal with more than a small fraction of the National teachers; but every little helps.

It is of the utmost importance that the Commissioners should retain sufficient control over these classes to ensure that they shall at least be as efficient as those conducted by the Board's organisers; it will be necessary to insist, among other conditions, that sufficient equipment of apparatus is provided, and that the instructor shall deal with the educational aspect of the work, and the methods of teaching to be observed in National Schools.

Training
colleges.

The Science instruction in the Training Colleges is steadily progressing, and, considering how recent are the changes, a most satisfactory standard has been reached. Every college is equipped with a good laboratory, a matter in which we are much in advance of the English colleges. The annual examination of the King's scholars consists partly of a theoretical paper in July, which comprises questions on methods of teaching, and upon object lessons, and partly of a practical series of tests lasting three hours. During the practical examinations, in which I am assisted by Mr. Lugold, the candidates are individually questioned as to the experiments they are performing, and the note-books containing the record of the year's work are marked. Speaking generally, more attention should be paid to the pedagogical aspect of the work; the attitude of the teacher towards the scholars, the methods of handling the class, and the means by which individual practical work may be obtained in schools, should receive at least as much attention as the July paper examination. Every King's scholar leaving the Training College should be thoroughly and practically acquainted with the use of all the apparatus contained in the Board's equipment grants, and the manual exercises connected with the work, such as bending of glass tube, boring of corks, and the fitting up of apparatus should receive more attention.

All inspectors below the rank of senior inspector have not been afforded opportunities of becoming practically acquainted with the details of the work and the methods of instruction.

I beg to remain, Gentlemen,

Your obedient servant,

W MAYHOWE HELLER.

General Report for 1902 of Mr. A. W. BEVIS, Head
Organizer of Hand-and-Eye Training and Drawing.

February, 1903.

GENTLEMEN,—I herewith beg to submit the Report of the work accomplished by myself and sub-organisers for the year 1902.

I have still the assistance of only four sub-organisers, and this fact has made it impossible to achieve that progress in the higher branches of the work which I had hoped to do. Instead of continuing those classes already begun, and so providing more suitable work for the elder children (for which the teachers have been anxiously looking) I have been forced to open fresh fields of labour in the elementary work, and thus the attention of the sub-organisers has been drawn away from the centres previously commenced. It is satisfactory, however, to know that the demand for the classes, and the enthusiasm of the managers and teachers for the work are increasing. The old cry of the parents objecting to their children being taught to do manual work is now little heard of, at least in those parts of the country where it has been intelligently introduced. The general principles of the work are, I believe, being better understood, and the fallacy of the idea that all that is necessary in elementary education is to get children successfully through a prescribed amount of work, is more and more being realised.

The progress the Board of Technical Instruction has made, and the desire springing up in many parts to start industries, are providing the necessary incentive to the young people to prepare themselves for the opportunities presented by new and enlarged fields of labour. I would strongly recommend the immediate, but gradual, introduction of more advanced manual work for boys, such as wood-work shops, where the Fifth and Sixth Standards could be trained in general workshop practice, care and manipulation of tools, and the intelligent rendering of working drawings. This is being done in many Christian Brothers Schools, and is contemplated in the preparatory Intermediate Schools, with a view of preparing the children for the technical and trade classes.

I believe, had the Managers some encouragement in the way of a grant towards the initial and current expenses, many of them would voluntarily introduce it into their schools.

The progress in Freehand Drawing is in many cases most encouraging, while the average school is doing good work in proportion to the time devoted to it. The character of the lines drawn by freehand is becoming firmer and more uniform. A great improvement has also been made in the neatness of the children's copy-books. The teachers of all good schools have entirely forbidden india rubber in the hands of the

Progress confined to the elementary work for want of more help.

The necessity for more advanced exercises, such as woodwork.

Freehand drawing.

Inspectors
and the
abolition of
the india
rubber.

children. Most of the inspectors do not allow the india rubber at the examinations; but it would have an excellent result if they would all agree on this point, as the teacher does not, at present, know what to expect.

The power of the children to make original designs seems to indicate that when the time is ripe for Irish industrial art the talent for its production will not be wanting.

The children's
powers to
design.

We are continually discouraging small finical patterns, overcrowding, and the hopeless ambition some teachers have of gaining perfection in one exercise before passing on to the next. Each exercise, if properly taught, has its educational value, although the result, judged by the workmanship, is far from perfect. There is no necessity to repeat the exercise over again, as the same mechanical dexterity is obtained by a fresh exercise, and the interest of the children is more sustained.

Scale
drawing.

The success in Scale Drawing is not quite so marked, but it is being brought into line. There was much that had to be undone, old methods cast on one side, before teachers could see the possibilities that the scale possessed for the children, which, with the foot ruler, they were quite unable to accomplish. There is a tendency to look upon Freehand dimensioned sketches as unsuitable copies for scale drawing, because they are not correctly drawn to scale; one of the chief uses of scale drawing is to make a correctly proportioned drawing from a rough inaccurate sketch.

The making of similar figures to various sizes and areas is yet but poorly grasped, and it will be only when these lessons are taken in a practical way that their importance will be acknowledged.

Geometrical
drawing.

Geometrical Drawing is taught in only a few of the schools, as no lessons have been given in this branch of Drawing to the teachers. I hope, next year, to overtake some part of this branch.

Model
drawing.

Model Drawing can scarcely be said to have made a beginning; a few lessons to teachers have been given, and a very earnest interest is displayed on their part to start the work, but in many cases no hope can be cherished that they can ever be good teachers of this subject. In twelve lessons with a large class it is only possible to give the principles and a certain amount of information necessary for the placing of the models and the correcting of the children's work.

Satisfactory
progress
made.

I should not like these remarks on the Drawing to be taken as expressing dissatisfaction, for, generally speaking, the work has made good progress; one has only to go into a school worked under the old system, and then into one following out the New Programme to be convinced of the desirability of the changes made.

Hand-and-eye
training as a
general aid
to all school
work.

The Hand-and-eye training is more general in its results and the advantages accruing from it and the teacher's classes cannot be gauged by the work mainly ascribed to it. The aid it is to all other subjects, the method of teaching, the necessity for clear and definite mode of expression; the practical application of the unit and its fractions; the special lessons

to develop the observation, originality, accuracy, neatness, and method, must bear fruit indirectly throughout all the school work. In other branches of study these important adjuncts do not have sufficient attention paid to them, as they do not directly bear upon the main issue of the lesson; it is therefore necessary to have one lesson set aside where they become the prominent feature; and added to this advantage we get the skill and manipulation of the hands.

The stick laying and paper folding are well introduced in all schools where the teachers have received a training. Stick laying,
paper folding.

Area folding might receive more attention in teaching the unit and its fractions; also as a means of getting the children to speak out and ask questions. There is still a great difficulty in getting the children into the spirit of the lesson. They should become as anxious to ask, as to answer, questions.

The brickwork has been fairly well grasped, and is a favourite lesson with many teachers. The children, too, take it up very well, and there can be no doubt that they can be made to understand plan and elevation quite intelligently. I am pleased to note the children are not guessing, or answering at random, so much as they previously did. Brickwork.

The wire work and cardboard work are still receiving only little attention, as so few teachers have been trained in it. In most of those schools where it has been started, satisfactory work is being done. Wire work
and card-
board work.

The work done by my four sub-organisers and myself has been much the same as last year, each sub-organiser taking about twenty centres in the year, and visiting as many schools in the day as possible. In addition to this there have been three special courses for inspectors of five weeks each; four special summer-holiday courses of three weeks each, at Killybegs, Bantry, Milltown and Caherciveen; and a number of lessons given in the evenings to the nuns of Convent Schools which have not been made centres for ordinary teachers. The special holiday courses are in many instances the only practical method of getting at remote country teachers, as the long distance they are from any suitable centre precludes their attending the ordinary classes. The work
accomplished
by myself
and staff.

The attendance at the classes is still of the most satisfactory character, and the teachers are most painstaking and attentive to their work, which makes it the greatest pleasure to give them the instruction. Attendance
at teachers'
classes.

On visiting schools I find the teachers, also, most anxious to listen to any suggestions, and to welcome any criticism that will tend to the improvement of the work. Teachers most
anxious to
learn.

As my last Report of the Training Colleges was written after the practical test in Hand-and-eye training and Drawing I have little to add to what I then said. I trust to find a great improvement in the Drawing, but until a more liberal percentage of marks, together with a re-arrangement, as suggested last year, is made, the work will not receive the full attention it should do. The very fact that Drawing is taught in most cases to fifty or eighty students at one time, by one teacher, is a Training
Colleges.

Inefficiency in
Drawing.

Large Classes.

state of things that speaks for itself, and would not be tolerated in any good art class.

Drawing
boards and
use of instru-
ments.

Drawing boards are not universally used for Geometrical Drawing in all the Colleges, which I consider a mistake, as the correct manipulation of the instruments is more than half the training.

I am hoping to find a far better result in Blackboard Drawing and trust that the promises made to supply the necessary boards and instruments have been generously carried out.

Examination,
cols. 2 and 3.

The result of the July Examination in Cols. 2 and 3 in Drawing was not satisfactory, in my estimation; the work of the candidates lacked neatness and accuracy, and in some cases a clear and intelligent rendering of the questions.

Scale Drawing was weak, and Model Drawing very weak.

I am, Gentlemen,

- Your obedient servant,

ALFRED W. BEVIS.

To the Secretaries,
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SIXTY-NINTH REPORT

OF THE

COMMISSIONERS OF NATIONAL EDUCATION IN IRELAND,

FOR THE YEAR 1902

SECTION I

General Reports on the State of National Education
Inspectors and others

FOR EXTENDED TABLE OF CONTENTS SEE INSIDE

Presented to both Houses of Parliament by Command of His Majesty the King



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Section II.
A.List of
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INSPECTORS.

Name.	Centre.	Name.	Centre.
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D. Mangin, B.A., . .	do. (1).	J. Keith, B.A., . . .	do.

INSPECTORS—continued.

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A.List of
Inspectors
of National
Schools.

Name.	Centre.	Name.	Centre.
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<i>Reading</i> ,	M'Hardy Flint, Esq.	
<i>Matron</i> ,	Mrs. O'Shaughnessy.	
<i>Medical Attendant</i> ,	Sir Christopher J. F. Nixon, J.P., M.D., LL.D., F.R.Q.C.P.I.	

CHURCH OF IRELAND TRAINING COLLEGE, KILDARE-PLACE.

(For Male and Female Teachers).

Manager.—His Grace The Most Rev. J. F. PEACOCKE, D.D., Archbishop
of Dublin.

STAFF IN SESSION, 1901-1902.

<i>Principal</i> ,	Rev. H. Kingsmill Moore, D.D., Ball. Coll., Oxon.
<i>Lady Superintendent</i> ,	Miss Lloyd Evans, M.A.
<i>Assistant, Female Department</i> ,	Miss Smith.
<i>Chaplain</i> ,	Rev. H. Kingsmill Moore, D.D., &c.

PROFESSORS.

<i>Mathematical and Physical Sciences</i> ,	James C. Rea, Esq., B.A., B.U.I., Math. Sch. Queen's Coll., Belfast.
<i>English Language and Literature</i> ,	Laurence E. Steele, Esq., M.A., T.C.D., B.L.
<i>History, and French</i> ,	John Cooke, Esq., M.A., T.C.D.
<i>General History, Geography, Grammar,</i> <i>and Drawing</i> ,	
<i>Methods of Teaching, School Organi-</i> <i>zation, History of Education, Book-</i> <i>keeping, Elementary Science, &c.</i> }	Jeremiah Henley, Esq.

SUPPLEMENTAL.

<i>Vocal Music, &c.</i> ,	Miss Smith.
<i>Instrumental Music</i> ,	Charles O. Grandison, Esq. Mrs. Blake.
<i>Reading, &c.</i> ,	Miss Tomkins.
<i>Gymnastic Instructor</i> ,	Mr. H. L. Harte.
<i>Needlework</i> ,	Miss H. Heron.
<i>Practical Cookery</i> ,	Miss Todd, Certificated by Northern Union School of Cookery, England.
<i>Kindergarten</i> ,	Miss Lloyd Evans.
<i>Matron, Male Department</i> ,	Mrs. Eaton.
<i>Matron, Female Department</i> ,	Miss Taylor.
<i>Assistant Secretary and Accountant</i> ,	Miss M. R. Hutton.
<i>Medical Attendant and Lecturer on</i> <i>Hygiene</i> ,	Henry T. Bewley, Esq., M.D., T.C.D., M.S., &c.

Appendix.
Section II.,
B.
Training
Colleges.

DE LA SALLE TRAINING COLLEGE, NEWTOWN HOUSE, WATERFORD.
(For Male Teachers).

Manager, The Most Reverend R. A. SHEEHAN, D.D.,
Bishop of Waterford and Lismore.

STAFF IN SESSION, 1901-1902.

<i>Principal</i> ,	Rev. Brother Thomas R. Kane, M.A., B.E., R.U.I.
<i>Vice-Principal</i> , . . .	Rev. Brother Ignatius P. Flood.
<i>Chaplain</i> ,	Rev. James Mockler.

PROFESSORS.

<i>Method of Teaching, School Organi- zation, History of Education.</i>	Hugh Kerr, Esq., B.A., R.U.I.
<i>Arithmetic, Geometry, Mensuration, Algebra, and Trigonometry and Hish.</i>	James Ahern, Esq., B.A., R.U.I.
<i>Natural and Physical Science,</i>	Rev. Brother Timothy Martyr.
<i>Manual Instruction,</i>	Rev. Brother Aloysius D. Quishe.

FIRST ASSISTANT TEACHER.

<i>Book-keeping, Geography,</i> . . .	Rev. Brother Marcian J. Cullen.
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SECOND ASSISTANT TEACHER.

<i>Methods, Reading, History, etc.,</i> . .	Rev. Brother Philbert M. Maher.
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SUPPLEMENTAL

<i>Reading and Practical Science,</i> . .	Rev. Brother Brendan W. Herlihy.
<i>Music (Vocal and Instrumental),</i> . .	Henry Murray, Esq.
<i>Drawing,</i>	Samuel J. Murphy, Esq.
<i>Prefect of Discipline,</i>	Rev. Bro. Berchan J. O'Donnell.
<i>Assistant Prefect,</i>	Rev. Brother Marcian J. Cullen.
<i>Drill Instructor,</i>	Sergeant-Major Hibbert.
<i>Medical Attendant,</i>	J. J. O'Sullivan, Esq., M.D.

ST. MARY'S TRAINING COLLEGE, BELFAST.

(For Female Teachers.)

Manager.—The Most Reverend H. HENRY, D.D.,
Bishop of Down and Connor.

STAFF—SESSION, 1901-1902.

<i>Principal</i> ,	Mrs. M. F. Kennedy.
<i>Vice-Principal</i> ,	Mrs. M. C. McLarnan.
<i>Chaplain</i> ,	One of the Redemptorist Fathers.
<i>Bursar</i> ,	Mrs. M. C. Bean.

PROFESSORS.

<i>Mathematics,</i>	Miss Liochan, B.A., R.U.I.
<i>Methods,</i>	Miss G. C. Clarke.
<i>English,</i>	Miss Agnes Kelly.
<i>Kindergarten, Manual Instruction,</i>	Mrs. Lamb, LL.A. Edin.
<i>Drawing and Needlework.</i>	

SUPPLEMENTAL.

<i>Music,</i>	Miss Hannio and Miss Gilmore.
<i>Needlework,</i>	Miss Thompson and Miss Clow.
<i>Elementary Science,</i>	H. Lappin, Esq., B.A., R.U.I.
<i>Reading, &c.,</i>	Miss Jones.
<i>Cookery,</i>	Mrs. M. C. Bean and Miss Young.
<i>Drill Instructor,</i>	Sergeant G. Croft.
<i>Medical Officer,</i>	Alexander Dempsey, Esq., M.D.

MARY IMMACULATE TRAINING COLLEGE, LIMERICK.

(For Female Teachers.)

Manager, The Most Reverend EDWARD T. O'DWYER, D.D.,
Bishop of Limerick.

Appendix.
Section II.
B.
Training
Colleges.

STAFF—SESSION, 1901–1902.

<i>Principal,</i>	.	.	.	Mrs. Quinlan.
<i>Vice-Principal,</i>	.	.	.	Mrs. Cullinan.
<i>Bursar,</i>	.	.	.	Mrs. Sheehan.
<i>Chaplain,</i>	.	.	.	One of the Clergymen attached to the Diocesan College.

PROFESSORS.

<i>English Literature and Christian Doc-</i>	Rev. A. Murphy.
<i>trine.</i>	
<i>Arithmetic and Mensuration,</i>	Rev. A. O'Leary, M.A., R.U.I.
<i>Science,</i>	Rev. T. Hogan.
<i>Methods—Grammar and Arithmetic,</i>	Miss Abigail Mehigan.
<i>Composition, Manual Instruction,</i>	Miss Alice Cashel.
<i>Kindergarten, Reading, &c.</i>	

SUPPLEMENTAL.

<i>Vocal Music,</i>	C. Kendal Irwin, Esq.
<i>Dancing,</i>	Mr. Freeth.
<i>Irish,</i>	John O'Connor, Esq.
<i>Cookery,</i>	Miss Ella Patten.
<i>Needlework, Instrumental Music, and</i>	Mrs. Barry.
<i>Christian Doctrine</i>	
<i>Manual Instruction, Needlework, and</i>	Mrs. Leonard.
<i>Book-keeping.</i>	
<i>Reading and Drawing,</i>	Mrs. M'Master.
<i>Reading, Grammar, and Scripture,</i>	Mrs. Treacy.
<i>Instrumental Music,</i>	Mrs. Sheehan.
<i>Medical Attendant,</i>	P. J. Graham, Esq., M.D., B.Ch., &c., R.U.I.

ANALYSIS of the ANSWERING at the JULY EXAMINATIONS of
1902—continued.

Appendix,
Section II.,
B.
Training
Collects.

"ST. PATRICK'S" TRAINING COLLEGE—JULY
EXAMINATIONS, 1902.

	Col. III. Papers.	Col. II. Papers.	Total.
	Men.	Men.	Men.
Number of Students examined, . . .	99	61	160
Answered 90 per cent. or over, . . .	.	.
" 80 but under 90 per cent., . .	1	1	2
" 70 " " 80 " " " " " . .	15	21	36
" 60 " " 70 " " " " " . .	53	37	90
" 50 " " 60 " " " " " . .	30	1	31
" under 50 per cent., . . .	.	1	1
Total,	109	61	160

"OUR LADY OF MERCY" TRAINING COLLEGE—
JULY EXAMINATIONS, 1902.

	Col. III. Papers.	Col. II. Papers.	Total.
	Women.	Women.	Women.
Number of Students examined,	92	63	155
Answered 90 per cent. or over,	"	"	"
" 80 but under 90 per cent.,	"	"	"
" 70 " " 80 " " "	32	37	69
" 60 " " 70 " " "	54	31	85
" 50 " " 60 " " "	6	6	11
" under 50 per cent.,	"	"	"
Total,	92	63	155

Appendix.
Section II.
B.
Training
Colleges.

ANALYSIS of the ANSWERING at the JULY EXAMINATIONS of 1902—continued.

"CHURCH OF IRELAND" TRAINING COLLEGE.—JULY EXAMINATIONS, 1902.

	Col. III. Papers.		Col. II. Papers.		Total.
	Men.	Women.	Men.	Women.	
Number of Students examined.	33	41	17	38	79
Answered 90 per cent. or over.					
" 80 but under 90 per cent.,			1		1
" 70 " " 80 "	8	11	5	8	13
" 60 " " 70 "	17	24	5	23	22
" 50 " " 60 "	8	6	6	7	14
" under 50 per cent.,					
Total.	33	41	17	38	79

ANALYSIS of the ANSWERING at the JULY EXAMINATIONS,
1902—continued.Appendix.
Section II.,
B,
Training
Colleges."DE LA SALLE" TRAINING COLLEGE—JULY
EXAMINATIONS, 1902.

	Col. III. Papers.	Col. II. Papers.	Total.
	Men.	Men.	Men.
Number of Students examined, . . .	90	61	151
Answered 90 per cent. or over, . . .	.	.	.
" 80 but under 90 per cent., . . .	.	1	1
" 70 " " 80 " . . .	31	21	52
" 60 " " 70 " . . .	39	30	69
" 50 " " 60 " . . .	18	9	27
" under 50 per cent., . . .	2	.	2
Total, . . .	90	61	151

"ST. MARY'S" TRAINING COLLEGE—JULY
EXAMINATIONS, 1902.

	Col. III. Papers.	Col. II. Papers.	Total.
	Women.	Women.	Women.
Number of Students examined, . . .	77	21	98
Answered 90 per cent. or over, . . .	.	.	.
" 80 but under 90 per cent., . . .	.	.	.
" 70 " " 80 " . . .	21	9	30
" 60 " " 70 " . . .	46	11	57
" 50 " " 60 " . . .	10	1	11
" under 50 per cent., . . .	.	.	.
Total, . . .	77	21	98

"MARY IMMACULATE" TRAINING COLLEGE—JULY
EXAMINATIONS, 1902.

	Col. III. Papers.	Col. II. Papers.	Total.
	Women.	Women.	Women.
Number of Students examined, . . .	25	49	74
Answered 90 per cent. or over, . . .	.	.	.
" 80 but under 90 per cent., . . .	.	1	1
" 70 " " 80 " . . .	3	21	24
" 60 " " 70 " . . .	17	26	43
" 50 " " 60 " . . .	6	2	8
" under 50 per cent., . . .	.	.	.
Total, . . .	25	49	74

Appendix
Section II
C.Non-
Vested
SchoolsAPPENDIX C.—SCHOOLS IN OPERATION—BUILDING GRANTS—
SUSPENDED SCHOOLS; &c.I.—LIST of NINETEEN NON-VESTED SCHOOLS taken into connexion during
Twelve Months ended 31st December, 1902.

County.	District.	Roll No.	School.	Parish.	Manager.	Notes.
Antrim, . .	4	15640	Corkey, . . tempy.	Loughguile, . .	Rev. D. H. Berke, F.R.	E.C.
" . .	8	15659	St. Finian's, . . money.	Shankill, . .	Rev. J. Tobill, A.M.	E.C.
Armagh, . .	16	15637	Annaghmore, . .	Loughgall, . .	Mrs. M. Edith Cope, . .	E.C.
" . .	-	15721	Crossnaul, . .	Tynan, . .	Rev. E. B. O'Riada, . .	E.C.
Cavan, . .	23	15723	Brane Hall, . .	Annagh, . .	Rev. T. V. Farnet, . .	E.C.
" . .	-	15724	Desamore, . .	Denn, . .	Rev. J. Mayne, M.A., . .	E.C.
Donegal, . .	1	15727	Lishirrer Island, . .	Tullaghobegley, . .	Rev. A. Gallagher, C.C.	E.C.
Down, . .	17	15739	Olivet, . .	Saintfield, . .	D. Henderson, Esq., . .	Comp.
Londonderry, . .	3	15722	Galvin, . .	Dungiven, . .	Rev. E. Loughery, F.R.	E.C.
Tyrone, . .	14	15728	Victoria, . .	Kilkeery, . .	Rev. J. D. Ritchie, . .	E.C.
Cork, . .	60	15671	Ballinaboy, . .	Ballinaboy, . .	Rev. A. Irwin, . .	E.C.
Tipperary, . .	43	15725	Kilcooley, . .	Kilcooley, . .	Rev. W. Pike, A.M., . .	E.C.
Dublin, . .	30	15733	St. Thomas's, . .	St. Thomas's, . .	Rev. J. Northridge, A.M.	E.C.
King's, . .	41	15638	Edenderry, . .	Monasteroris, . .	C. H. Manners, Esq., . .	E.C.
Westmeath, . .	33	15666	Johnstown, . .	Leney, . .	Rev. F. T. Caldwell, M.A.	E.C.
" . .	-	15717	Newtown Fertallagh, . .	Newtown Fertallagh, . .	Rev. J. McGinley, . .	E.C.
Wexford, . .	50	15675	Askamore, . . tempy.	Carnew, . .	Rev. Aidan Hickey, C.C.	E.C.
Galway, . .	35	15719	Ashtown, . .	Kilconnell, . .	Very Rev. Provost Con- ford, D.D.	E.C.
Silgo, . .	12	15672	Larkhill, . .	Ballisodare, . .	Rev. W. E. Colvin, . .	E.C.

Struck-off
Schools
restored.II.—LIST of THREE STRUCK-OFF SCHOOLS restored to Roll during the
Twelve Months ended 31st December, 1902.

County.	District.	Roll No.	School.	Parish.
Antrim, . .	9	15437	Windsor, . .	Shankill.
Monaghan, . .	24	8911	Derrygooney, . .	Aghamillen.
Westmeath, . .	33	3244	Lochan and Leney, . .	Lochan.

[II.—LIST OF ONE HUNDRED AND TWENTY-FIVE NON-VESTED SCHOOLS struck off the ROLL during the Twelve Months ended 31st December, 1902.

Appendix.
Section II.,
C.
Schools
struck off
Roll.

County.	Dis- trict.	Roll No.	School.	Parish.	Reason for striking School off Roll.
Armagh.	3	14137	Armagh (2).	Armagh.	Superseded by 15296.
"	4	1333	Ballyverdock, m.	Colfeightrim.	Has permanently ceased operation.
"	-	2991	Lower Buckna.	Racavan.	Superseded by 15391.
"	-	15648	Corkey, tempy.	Loughguile.	No longer required.
"	8	10339	Holycross, f.	Shankill.	Superseded by 15325.
"	-	15338	" inf.	"	15346.
"	8A	5663	Straid, f.	Ballymore.	Amalgamated with 8566.
"	9	10943	May-street, f.	Shankill.	Superseded by 15726.
"	-	11010	" m.	"	15536.
Armagh.	11	12441	Portadown Convt.	Drumcree.	" 15310.
"	15	15201	Clonecta, f.	Tartaraghan.	Amalgamated with 8202.
"	16	10412	Armagh P.L.U.,	Armagh.	Inoperative.
"	-	14675	Derry kerrib.	Tartaraghan.	Superseded by 15276.
Cavan.	23	153	St. Joseph's, m.	Drumlummon.	Has permanently ceased operation.
"	-	154	" f.	"	"
"	-	157	Coolbryne, m.	Urney.	"
"	-	158	" f.	"	"
"	-	3379	Kilmaleck, f.	Annagh.	"
"	-	15172	Lisnurey, tempy.	Drang.	Superseded by 15416.
"	24	7899	Corrans, m.	Kildramsherdan.	" 15111.
"	31	1141	Kildallen, .	Kildallen.	" 15452.
Down.	1	1164	Deerybeg, .	Tallaghabegley.	Has permanently ceased operation.
"	5	2954	Meenavilly, .	Killybegs.	Superseded by 15229.
"	-	11937	Townavilly, .	Downgal.	" 15271.
"	6	6023	Meenbane, .	Stranorlar.	" 15394.
Dora.	10	4290	Dundonaki, m.	Dundonaki.	" 15117.
"	-	4291	" f.	"	" 15118.
"	17	7229	Drumrood, .	Loughinisland.	" 15314.
"	19	2271	Ballyvalety, f.	Aghaderg.	Amalgamated with 2270.
Fermanagh.	13	279	Mannewaterhouse.	Galloo.	Superseded by 15439.
"	-	291	Drumbarry, .	"	Has permanently ceased operation.
"	-	298	Tulnaguiag, .	Magheracul- money.	"
Gloucestershire.	3	7672	Milktown, .	Aghadowey.	"
"	-	11163	Ballymacallion, .	Dungiven.	Inoperative.
"	7	5742	Famlight O'Crilly	Tamlaght O'Crilly.	House unsafe.
"	-	5827	Gurragh, .	Errigal.	Superseded by 15245.
Longford.	18	1773	Knockstallen f.	Tydavnet.	Has permanently ceased operation.
"	-	8396	Clones, Parl.	Clones.	Superseded by 15300.
"	24	1752	Lisniskry, .	Aughnamullen.	Not required in consequence of the restora- tion of grants to 8911.
Donegal.	6	391	Beltony, .	Cappagh.	Superseded by 15269.
"	14	399	Carrigan Lower.	"	Has permanently ceased operation.
"	15	1376	Strawmuckle- macin.	Kildress.	"
"	-	4151	Malinbeg, m.	Ardboe.	Superseded by 15297.
"	-	7639	" f.	"	15298.
"	-	10500	Stewartstown, inf.	Donaghbury.	Has permanently ceased operation.

Appendix,
Section II.,
C.

III.—LIST OF ONE HUNDRED AND TWENTY-FIVE NON-VESTED SCHOOLS struck off the Roll, &c.—continued.

Schools struck off Roll.	County.	District.	Roll No.	School.	Parish.	Reason for striking School off Roll.
	Clare,	42	2363	Ballinacan, m.	Inchicranan,	Has permanently ceased operation.
	"	"	3330	Killaloe, m.	Killaloe,	Superseded by 15370.
	"	"	2930	Ballinacan, f.	Inchicranan,	Has permanently ceased operation.
	"	51	3004	Stonehall, m.	Kilcoory,	Superseded by 15350.
	"	"	3005	" " f.	"	" 15351.
	Clark,	55	7491	Slieveragh, m.	Ballyvaughan,	" 15307.
	"	"	11155	Ballyvaughan, m.	"	" 15346.
	"	"	11156	" " f.	"	" 15347.
	"	56	1542	Blarney, f.	Blarney,	Has permanently ceased operation.
	"	"	3342	Kilcullen, f.	Donaghmore,	House unsuitable. No recognised teacher in charge.
	"	"	3930	Kilpadder,	Kilsharrig,	Has permanently ceased operation.
	"	58	3095	Ballingarry, m.	Inchipeck,	"
	"	"	7066	Kilcrobane,	Kilcrobane,	Superseded by 15410 and 15714.
	"	59	1275	Sharkin Island,	Tullagh,	Has permanently ceased operation.
	"	"	2112	Conseroneen, m.	Myross,	"
	"	"	2113	" " f.	"	"
	Kerry,	54	8630	Loughfouler,	Ballincormick,	Superseded by 14306.
	"	57	2193	Flemore, m.	Killinane,	Has permanently ceased operation.
	"	"	2194	" " f.	"	"
	Tipperary,	43	4879	Garnakilla,	Upperchurch,	Superseded by 15418.
	"	"	10579	Ballingarry Conv.	Ballingarry,	" 15334.
	"	53	4132	Clogheen, m.	Shanahan,	" 15455.
	"	"	6790	Ballingarry,	Cahir,	" 15340.
	"	"	7422	Clogheen, f.	Mullinahone,	" 15303.
	"	"	7667	" " m.	"	" 15302.
	Waterford,	53	4137	Coalishena,	Notbell,	Has permanently ceased operation.
	Dublin,	37	14043	St. Catherine's W., m.	St. Catherine's,	Superseded by 15025.
	"	"	14044	" " f.	"	" 15026.
	Kildare,	44	7346	Ballyshannon,	Ballyshannon,	" 15456.
	Kilkenny,	47	1717	Gowran, m.	Gowran,	" 15363.
	"	"	1781	" " f.	"	" 15366.
	"	49	1841	Mullinaskill, m.	Dysertmon,	Has permanently ceased operation.
	"	"	3045	Rower, m.	The Rower,	Superseded by 15100.
	"	"	3877	Mullinaskill, f.	Liluning,	Has permanently ceased operation.
	"	"	6950	Rower, f.	The Rower,	Superseded by 15161.
	King's,	36	2414	Thomastown,	Drumcullen,	Has permanently ceased operation.
	Longford,	28	2572	Clonea,	Columbkil,	"
	"	"	6769	Carracreehan,	Tagheenod,	House unsuitable.
	"	"	9322	Killycreevagh,	Killoe,	Superseded by 15108.
	"	33	2215	Tenelsick, m.	Tashinny,	Has permanently ceased operation.
	"	"	2438	" " f.	"	"
	"	"	5092	Abbeylea, m.	Abbeylea,	Superseded by 15122.
	"	"	7931	" " f.	"	" 15123.

III.—LIST of ONE HUNDRED AND TWENTY-FIVE NON-VESTED SCHOOLS struck off the ROLL, &c.—continued.

Appendix
Section II,
C,
Schools
struck off
Roll.

County.	Dis- tinct	Roll No.	School.	Parish.	Reason for striking School off Roll.
Leath.	25	1395	Kellystown, m.	Dramshallow, .	Has permanently ceased operation.
"	-	2095	Ardee Mounty, .	Ardee, .	"
Reath.	29	862	Fraine, . m.	Athboy, .	"
"	-	3291	" . f.	" .	"
"	-	3812	Caruile, . f.	Kildalky, .	"
Queen's.	41	900	Ook, .	Clonemagh, .	Superseded by 15377.
"	-	906	Trummers, .	" .	" 15446.
Wexford.	33	930	Mount Temple, m.	Ballyloughloe, .	Has permanently ceased operation
"	-	1208	" . f.	" .	"
"	-	6423	Kilbride, .	Clonfad, .	Superseded by 15307.
Wick.	50	6353	Comolia, . m.	Toome, .	" 15354.
"	-	14170	" . f.	" .	" 15355.
Wicklow.	40	976	Bree, . f.	Old Cansought,	Not required, owing to the increased accommodation provided by Ravenswell Convent.
"	44	971	Bekinglass, m.	Bekinglass, .	Superseded by 15372.
Wimpy.	26	1318	Tully, .	Ballinskil, .	Has permanently ceased operation.
"	32	5440	Town P. L. U.,	Town, .	Inoperative.
"	33	1011	Loughrea, . f.	Loughrea, .	Has permanently ceased operation.
"	-	8030	Mealagh, . m.	Killacobe, .	Superseded by 15444.
"	-	8040	" . f.	" .	" 15445.
"	42	1325	Killafeen, . m.	Killacreeky, .	Has permanently ceased operation.
"	-	1520	" . f.	" .	"
Wexm.	31	8173	Greensun, .	Mohill, .	Superseded by 15338.
"	-	9005	Glostermin, .	Fenagh, .	" 15441.
Wexm.	29	10004	Malhues, .	Kilmoremy, .	" 15555.
"	25	1013	Newtownbrownef.	Killedon, .	Has permanently ceased operation.
"	32	9240	Aughamore, .	Aughamore, .	Superseded by 15030-1.
Wexm.	22	1000	Redem, .	Aughrim, .	" 14684-5.
"	-	10620	Abhaytown Convent.	Boyle, .	" 15043.
"	27	3591	Athleagoo, m.	Athleagoo, .	" 15308.
"	-	4268	" . f.	" .	" 15309.
"	33	1083	Carriek, .	Corn, .	Has permanently ceased operation.
Wigo.	5	4618	Castlegal, . m.	Ahamlish, .	Superseded by 15337.
"	12	8046	Reasen Lower, .	Dramcliffe, .	" 15424.
"	-	11291	Calry (2), .	Calry, .	Inoperative.
"	-	14456	St. Vincent's Convent.	St. John's, .	Superseded by 15374.
"	20	4489	Castlerock, .	Kilmestigue, .	Has permanently ceased operation.
"	22	7251	Currowragh, .	Clonoghilly, .	Superseded by 15220.

Appendix. IV.—LIST of SEVENTY-THREE SCHOOLS to which Building Grants were made during the Twelve Months ended 31st December, 1902.

Section II.,
C.

Grants to
build.

County.	District.	Roll No.	School.	Parish.	Number of Pupils to be accommodated.			How valued.
					Males.	Females.	Total.	
Antrim, . . .	4	15651	Lewtown, . . .	Gleueberry, . . .	30	30	60	1.1.
" . . .	8	15657	Lisburn Convent, . . .	Lisburn, . . .	—	300	300	1.1.
" . . .	4	15684	Killygore, . . .	Skerry, . . .	50	50	100	1.1.
" . . .	84	15688	St. Congall's, . . . m.	Antrim, . . .	60	—	60	1.1.
" . . .	—	15689	Do, . . . f.	Do, . . .	—	60	60	1.1.
" . . .	1	15691	Port River, . . .	Shankill, . . .	75	75	150	1.1.
" . . .	—	15710	St. Mary's (No. 1), . . .	Do, . . .	—	60	60	1.1.
" . . .	—	15711	Do, (No. 2), . . .	Do, . . .	—	90	90	1.1.
" . . .	—	15712	Do, (No. 3), . . .	Do, . . .	—	150	150	1.1.
" . . .	9	15726	St. Congall's . . . f.	Do, . . .	—	125	125	1.1.
Armagh, . . .	19	15632	Currickmagawa, . . .	Forkhill, . . .	60	60	120	1.1.
Donegal, . . .	5	15641	Derrylaghan, . . .	Kilcar, . . .	40	40	80	1.1.
" . . .	1	15647	Lislinisk, . . .	Convey, . . .	30	30	60	1.1.
" . . .	—	15657	Dooey, . . .	Lettermacward, . . .	40	40	80	1.1.
" . . .	2	15699	Drung, . . .	Upper Moville, . . .	50	50	100	1.1.
" . . .	24	15706	Gortnabrode, . . .	Mevagh, . . .	40	40	80	1.1.
Down, . . .	9	15357	Ormeau-park, . . . m.	Knockbreda, . . .	144	—	144	1.1.
" . . .	—	15673	Do, . . . inf.	Do, . . .	150	150	300	1.1.
" . . .	—	15674	Do, . . . f.	Do, . . .	—	144	144	1.1.
Londonderry, . . .	7	15704	Knocknagin, . . .	Desertmartin, . . .	40	40	80	1.1.
" . . .	2	15713	Christchurch, . . . m.	Templemore, . . .	175	—	175	1.1.
" . . .	—	15714	Do, . . . f.	Do, . . .	—	175	175	1.1.
Monaghan, . . .	18	15654	Knockman, . . .	Errigal Tragh, . . .	40	40	80	1.1.
" . . .	—	15687	Greenan's Cross, . . .	Kildevan, . . .	50	50	100	1.1.
" . . .	—	15696	Annakilly, . . .	Clones, . . .	30	30	60	1.1.
Tyrone, . . .	15	15681	Tullyallen, . . .	Donaghmore, . . .	60	60	120	1.1.
Cork, . . .	58	15646	Coomshala, . . .	Kilmocomegus, . . .	40	40	80	1.1.
" . . .	55	15661	Cullen, . . . m.	Cullen, . . .	150	—	150	1.1.
" . . .	—	15662	Do, . . . f.	Do, . . .	—	150	150	1.1.
" . . .	58	15694	Crookhaven, . . .	Kilmoe, . . .	30	30	60	1.1.
" . . .	56	15701	Gortree, . . . m.	Gortree, . . .	40	—	40	1.1.
" . . .	—	15702	Do, . . . f.	Do, . . .	—	60	60	1.1.
" . . .	58	15707	Youngfield, . . .	Kilcaran, . . .	40	40	80	1.1.
" . . .	—	15716	Kilrohane, . . . f.	Kilrohane, . . .	—	60	60	1.1.
" . . .	48	15718	St. Joseph's (Cove) Monastery.	Templecrahan, . . .	600	—	600	1.1.
Kerry, . . .	57	15644	Tieraboul, . . . m.	Kilcumma, . . .	75	—	75	1.1.
" . . .	—	15645	Do, . . . f.	Do, . . .	—	75	75	1.1.
" . . .	54	15650	Clonacuran, . . .	Kinard, . . .	100	100	200	1.1.
" . . .	57	15668	Lettie, . . . m.	Glanbely, . . .	60	—	60	1.1.
" . . .	—	15669	Do, . . . f.	Do, . . .	—	60	60	1.1.

IV.—LIST of SEVENTY-THREE SCHOOLS to which Building Grants were made during the Twelve Months ended 31st December, 1902—continued.

Appendix.
Section II,
C.
Grants to
build.

County.	District.	Roll No.	School.	Parish.	Number of Pupils to be accommodated.			How vested.
					Males.	Females.	Total.	
Ulster,	51	15680	Roxborough, . . .	Cahirvilly, . . .	30	30	60	V.T.
		15685	Athen, . . . m.	Rathrean, . . .	175	—	175	V.T.
		15686	Do. . . f.	Do. . .	—	175	175	V.T.
	46	15682	Bilboa, . . . m.	Doon, . . .	125	—	125	V.T.
		15693	Do. . . f.	Do. . .	—	125	125	V.T.
		15700	Cloverfield, . . .	Aglishcoomick, . . .	40	40	80	V.T.
Tipperary,	46	15677	Lisvernane, . . .	Clonbeg, . . .	75	75	150	V.T.
		15678	Aherlow, . . .	Do. . .	50	50	100	V.T.
	43	15696	Salveranea, . . . m.	Kilmore, . . .	75	—	75	V.T.
		15697	Do. . . f.	Do. . .	—	75	75	V.T.
	53	15705	Cashel, . . . inf.	Cashel, . . .	100	100	200	V.T.
Waterford,	49	15642	Portlawn Convent, . . .	Clonegan, . . .	—	300	300	V.T.
	48	15658	Moananeen, . . .	Ardmore, . . .	40	40	80	V.T.
Dublin,	30	15630	Corduff, . . .	Lusk, . . .	40	40	80	V.T.
Kildare,	37	15655	Robertstown, . . .	Kilmacogue, . . .	50	50	100	V.T.
Kilkenny,	47	15695	Goresbridge Convent, . . .	Grange Sylvia, . . .	—	100	100	V.T.
King's,	41	15656	Ballykilmurry, . . .	Kilbride, . . .	40	40	80	V.T.
Wicklow,	40	15676	Wicklow, . . . m.	Drumkay, . . .	200	—	200	V.T.
Galway,	34A	15679	Tawn Island, . . .	Ballinacourty, . . .	20	20	40	V.T.
	34	15708	Maycollen, . . . m.	Maycollen, . . .	100	—	100	V.T.
	—	15709	Do. . . f.	Do. . .	—	100	100	V.T.
Lancaster,	28	15665	Drumleughan, . . .	Clons, . . .	60	60	120	V.T.
	31	15670	Currageha, . . .	Kiltubrid, . . .	30	30	60	V.T.
	—	15690	Cornagon, . . .	Fenagh, . . .	40	40	80	V.T.
Mayo,	32	15682	Ballyglan, . . . m.	Crossaboyne, . . .	75	—	75	V.C.
	—	15685	Do. . . f.	Do. . .	—	75	75	V.C.
	20	15705	Rathkell, . . .	Addergoole, . . .	40	40	80	V.T.
Roscommon,	35	15648	Clonowen, . . . m.	St. Peter's, . . .	100	—	100	V.T.
	—	15649	Do. . . f.	Do. . .	—	100	100	V.T.
	—	15653	Ballyfornan, . . . f.	Toughboy, . . .	—	80	80	V.T.
	33	15664	Grenaham, . . . f.	Kiltullagh, . . .	—	150	150	V.T.
	22	15715	Tivnanagh, . . .	Boyle, . . .	30	30	60	V.T.
Sligo,	12	15663	Lagunagal, . . .	Drumcliffe, . . .	50	50	100	V.T.

18 *Building Grants cancelled, and Building Cases brought into operation.* [1902]

Appendix,
Section III
G.

V.—LIST of THREE BUILDING GRANTS cancelled during the Twelve Months ended 31st December, 1902.

Building grants cancelled

County.	District.	Roll No.	School.	Parish.	How voted.	Reason for cancelling Grant.
Londonderry,	2	15168	Christ Church m.	Templemore,	v.t.	Site abandoned.
"	"	15169	Do. f.	Do.	v.t.	Do.
Mayo,	20	15613	Arduarae inst.	Kilnareemoy.	v.t.	Do.

Building cases brought into operation.

VI.—LIST of NINETY BUILDING CASES brought into operation during the Twelve Months ended 31st December, 1902.

County.	District.	Roll No.	School.	Parish.	How voted.	Manager.	Remarks.
Antrim,	3	15236	St. Olcan's,	Armoy,	v.t.	Rev. W. Murphy, P.P.,	R.C.
"	4	15391	Hazelbank,	Racavan,	v.t.	Mr. David Beggs,	Pro.
"	8	15523	Holycross f.	Shankill,	v.t.	Very Rev. Malachy Gavin.	R.C.
"	"	15546	Do. inst.	Do.	v.t.	Do.	R.C.
"	9	15536	St. Congal's m.	Do.	v.t.	Very Rev. D. McCutla, Adm.	R.C.
"	"	15726	Do. f.	Do.	v.t.	Do.	R.C.
Armagh,	14	15310	Portadown Conv.	Drumree,	v.t.	Mrs. M. E. Harrison,	R.C.
"	16	15276	Derrykerrib,	Tartanagh,	v.t.	Very Rev. M. Cassin O'Brien, P.P.	R.C.
Cavan,	23	15416	Lisnurey,	Drung,	v.t.	Rev. Patrick McGarran, P.P.	R.C.
"	24	15111	Corsanass,	Kilbrumbarian,	v.t.	Rev. P. Goldcrest, P.P.,	R.C.
"	31	15452	Kildallon,	Kildallon,	v.t.	Rev. H. Newman, P.P.,	R.C.
Donegal,	5	15229	Meenavalley,	Killybegs, t.	v.t.	Rev. P. Kelly, P.P.,	R.C.
"	"	15271	"Cinal Connell,"	Donegal,	v.t.	Rt. Rev. Mgr. McFadden, P.P.	R.C.
"	6	15209	Lismulladuff,	Donaghmore,	v.t.	Rev. B. McLoughlin, P.P.	R.C.
"	"	15334	Meenahane,	Stranoe,	v.t.	Right Rev. Mgr. C. McGlynn, P.P., P.P.	R.C.
Down,	9	15357	Ormeau Park m.	Knockbreda,	v.t.	Rev. J. MacMillan,	Pro.
"	"	15673	Do. inst.	Do.	v.t.	Do.	Pro.
"	"	15674	Do. f.	Do.	v.t.	Do.	Pro.
"	10	15117	Dundonald m.	Dundonald,	v.c.	Rev. J. Bingham,	Pro.
"	"	15118	Do. f.	Do.	v.c.	Do.	Pro.
"	17	15314	Dunmurry,	Loughinisland,	v.t.	Rev. P. McCutbridge, P.P.	R.C.
Fermanagh,	13	15483	Moughley,	Galleon,	v.t.	Rt. Rev. Mgr. Meegan, P.P.	R.C.
Londonderry,	7	15246	Garvagh,	Errigal,	v.t.	Rev. T. Madill, M.B.	Pro.
Monaghan,	18	15300	Clones (Fortview),	Clones,	v.c.	Ven. Archbishop Finlay, D.D.	R.C.
Tyrone,	6	15269	Beltany,	Cappagh,	v.t.	Rev. J. O'Kane, P.P.,	R.C.
"	"	15336	Lackin,	Lower Baloney,	v.t.	Rev. F. Henly, P.P.,	R.C.
"	15	15297	Mullinahoe m.	Ardara,	v.t.	Rev. J. Loughran, P.P.	R.C.
"	"	15298	Do. f.	Do.	v.t.	Do.	R.C.
Clare,	42	15370	Killaloe m.	Killaloe,	v.t.	Very Rev. J. M. Lacey, P.P.	R.C.
"	51	15350	Stonemill m.	Kilbenny,	v.t.	Rev. J. Daly, Adm.,	R.C.
"	"	15351	Do. f.	Do.	v.t.	Do.	R.C.
Cork,	55	15346	Ballyvourney m.	Ballyvourney,	v.t.	Rev. M. Walsh, P.P.,	R.C.
"	"	15347	Do. f.	Do.	v.t.	Do.	R.C.

VI.—LIST of NINETY BUILDING CASES brought into operation during the Twelve Months ended 31st December, 1902—continued.

Appendix,
Section II.,
C.

County.	District.	Roll No.	School.	Parish.	How vested.	Manager.	Building cases brought into operation.
Wick.	-	15388	Dromagh . m.	Dromariffe,	v.c.	Rev. J. Casey, P.P.,	R.C.
"	-	15381	Do. . f.	Do. .	v.c.	Do. .	R.C.
"	-	15397	St. Michael's (Shivemoreagh.)	Ballyvaughan,	v.t.	Rev. M. Walsh, P.P.,	R.C.
"	58	15410	Kilcormac . m.	Kilcormac,	v.t.	Rev. T. O'Leary, P.P.,	R.C.
"	-	15716	Do. . f.	Do. .	v.t.	Do. .	R.C.
Wex.	54	14366	Loughfender, .	Ballinacorney,	v.c.	Rev. J. Neilan, P.P.,	R.C.
"	-	14797	Kilcormac . m.	Dysort,	v.t.	Rev. J. K. Fitzgerald, P.P.,	R.C.
"	-	14798	Do. . f.	Do. .	v.t.	Do. .	R.C.
Wick.	39	14516	Faala View, .	Abbeyside,	v.t.	Rev. M. Casey, P.P.,	R.C.
Wex.	43	15334	Ballingarry Convt.	Ballingarry	v.t.	Mrs. M. R. Cooke,	R.C.
"	-	15418	Garranilla, .	Upperchurch,	v.t.	Very Rev. W. Cogan, P.P.,	R.C.
"	53	15240	Ballingarry, .	Cahir, .	v.t.	Rev. R. Power, P.P.,	R.C.
"	-	15362	Mullinahone . m.	Mullinahone,	v.t.	Rev. W. Cantwell, P.P.,	R.C.
"	-	15363	Do. . f.	Do. .	v.t.	Do. .	R.C.
"	-	15455	Clogheen . m.	Shurahaun,	v.t.	Rev. R. Phelan, P.P.,	R.C.
Wick.	37	15625	St. Catherine's m.	St. Catherine's,	v.t.	Rev. F. W. Greer,	R.C.
"	-	15626	Do. . f.	Do. .	v.t.	Do. .	R.C.
Wex.	44	15456	Ballyshannon,	Ballyshannon,	v.t.	Rev. W. Ransohoff, P.P.,	R.C.
Wex.	47	15355	Gowran . m.	Gowran, .	v.t.	Very Rev. J. Canon Carroll, P.P.,	R.C.
"	-	15366	Do. . f.	Do. .	v.t.	Do. .	R.C.
"	49	15160	Rower . m.	The Rower,	v.t.	Rev. P. Nolan, P.P.,	R.C.
"	-	15161	Do. . f.	Do. .	v.t.	Do. .	R.C.
Wex.	41	15325	Clonsilla . m.	Clonsilla,	v.t.	Rev. J. Dunne, P.P.,	R.C.
"	-	15326	Do. . f.	Do. .	v.t.	Do. .	R.C.
Wex.	33	15122	St. Bernard's m.	Abbeyside,	v.t.	Rev. W. Gray, P.P.,	R.C.
"	-	15123	St. Bridget's . f.	Do. .	v.t.	Do. .	R.C.
"	26	15106	Kilteareagh, .	Killoe, .	v.t.	Rev. J. Kaville, P.P.,	R.C.
Wex.	41	15377	Oak, .	Clonsilla,	v.t.	Rev. E. Brennan, P.P.,	R.C.
"	-	15446	Trummers, .	Do. .	v.t.	Do. .	R.C.
Wex.	33	15307	Dalystown, .	Clonsilla,	v.t.	Rev. Chris. Murray, P.P.,	R.C.
Wex.	56	15354	Cumolin . m.	Toome, .	v.t.	Rev. P. Doyle, P.P.,	R.C.
"	-	15355	Do. . f.	Do. .	v.t.	Do. .	R.C.
Wex.	44	15272	Baltinglass . m.	Baltinglass,	v.t.	Rev. T. O'Neill, P.P.,	R.C.
Wex.	35	15444	St. Mary's (Maulish) m.	Kilcormac,	v.t.	Rev. P. Colgan, P.P.,	R.C.
"	-	15445	Do. . f.	Do. .	v.t.	Do. .	R.C.
Wex.	12	15123	Geotnailla, .	Inismagh,	v.t.	Very Rev. J. Dulan, P.P.,	R.C.
"	31	15339	St. Patrick's (Castles) m.	Mohill, .	v.t.	Very Rev. F. Canon Donoghue, P.P.,	R.C.
"	-	15441	Glasternia, .	Fenagh, .	v.t.	Rev. D. Gray, P.P.,	R.C.
Wex.	30	14843	Portadown, .	Kilcormac-Ennis,	v.t.	Rev. J. J. Hegarty, P.P.,	R.C.
"	-	15353	Brassfield, .	Kilcormac,	v.t.	Rev. J. Naughton, Adm.,	R.C.
"	32	15639	St. Mary's (Aghamore) m.	Aghamore,	v.t.	Rev. P. Molloy, P.P.,	R.C.
"	-	15631	Do. . f.	Do. .	v.t.	Do. .	R.C.
"	-	15373	St. Joseph's Convt.	Annagh, .	v.t.	Rev. J. P. Canning, P.P.,	R.C.
"	-	15488	Ballinville . f.	Bahan, .	v.t.	Rev. B. G. Freely, P.P.,	R.C.

Appendix.

Section II.,
C.Building
cases
brought
into opera-
tion.VI.—LIST of NINETY BUILDING CASES brought into operation during the
Twelve Months ended 31st December, 1902—continued.

County.	District.	Roll No.	School.	Parish.	How voted.	Manager.	Cost.
Donnycorreen, .	22	14684	Aughrim . m.	Aughrim, .	V.T.	Rev. P. A. Flanagan, P.P.	10.
" . . .	"	14685	Do. . f.	Do. . .	V.T.	Do. . .	10.
" . . .	"	15043	Abbeytown Convt.	Boyle, . .	V.T.	Very Rev. B. Coyne, P.P.	10.
" . . .	27	15219	Cornalira, . .	Ogulla, . .	V.T.	V.P.	10.
" . . .	"	15300	Athleague . m.	Athleague, .	V.T.	Rev. J. O'Brien, P.P.	10.
" . . .	"	15300	Do. . f.	Do. . .	V.T.	Very Rev. J. Charles Casey, P.P.	10.
Sligo, . . .	19	15374	St. Vincent's Con.,	St. John's,	V.T.	Mrs. M. B. Woods,	10.
" . . .	"	15434	Seaview, . .	Dromedary,	V.T.	Very Rev. M. Cane	10.
" . . .	30	15049	Largan, . .	Kilmactigue,	V.T.	Harte, Adm.	10.
" . . .	21	15343	Carniam, . .	Mullinabreema,	V.T.	Rev. B. Quinn, Adm.,	10.
" . . .	"	15060	Kilmactigue . m.	Kilmactigue, .	V.T.	Do. . .	10.
" . . .	22	15320	Carrowreagh, .	Cloonehill, .	V.T.	Do. . .	10.
" . . .	8	15337	Castlegal, . m.	Ahamlish, .	V.T.	Rev. J. Gunning, P.P.	10.
" . . .	"	"	"	"	V.T.	Rev. W. Crofton, P.P.	10.

Building
cases
not yet
brought
into opera-
tion.VII.—LIST of TWO HUNDRED AND SIXTY-SEVEN VESTED SCHOOLS, towards the
erection of which the Commissioners had sanctioned Grants, but which had
not come into operation on 31st December, 1902.

County.	District.	Parish.	Roll No.	School.	Number of Pupils to be accommodated			Estimated cost.
					Males.	Females.	Total.	
Antrim, . . .	3	Dunseverick, .	15382	Dunseverick, . .	40	40	80	10.
	"	Killagha, . .	15519	Cloughmills, . .	40	40	80	10.
	4	Dunaghy, . .	15188	Tullybane, . .	30	30	60	10.
	"	Rogavan, . .	15369	Linnacerrigan, .	50	50	100	10.
	"	Culfeightrim, .	15481	St. Columba's, .	40	40	80	10.
	"	Glenwherry, .	15651	Lowtown, . .	30	30	60	10.
	"	Skerry, . . .	15634	Killygere, . .	50	50	100	10.
	8	Shankill, . .	15596	Baden Powell-street,	150	150	300	10.
	"	Lisburn, . .	15667	Lisburn Convent, .	"	300	300	10.
	"	Shankill, . .	15691	Forth River, . .	75	75	150	10.
	"	Do. . . .	15710	St. Mary's No. 1, .	"	60	60	10.
	"	Do. . . .	15711	Do. No. 2, . .	"	90	90	10.
	"	Do. . . .	15712	Do. No. 3, . .	"	150	150	10.
	8A	Antrim, . .	15688	St. Congall's, . m.	60	"	60	10.
Armagh, . . .	9	Shankill, . .	15689	Do. . . . f.	"	60	60	10.
	"	Do. . . .	15538	Deerystown, . .	139	139	278	10.
	9A	Do. . . .	15249	Millfield, . . m.	250	"	250	10.
	"	Do. . . .	15250	Do. . . . f.	"	225	225	10.
	11	Lurgan, . .	15453	Lurgan, . . m.	125	"	125	10.
	"	Do. . . .	15454	Do. . . . f.	"	125	125	10.
Cavan, . . .	16	Creggan, . .	15568	Dorsey, . . .	60	60	120	10.
	"	Kilmara, . .	15583	Mullavilly, . .	60	60	120	10.
	19	Kilbey, . .	15447	Dromedary, . m.	175	"	175	10.
	"	Do. . . .	15448	Do. . . . f.	"	175	175	10.
	"	Foothill, . .	15552	Carriknagarna, .	60	60	120	10.
Cavan, . . .	24	Killinkere, . .	15039	Linnagirl (2), . .	40	40	80	10.
	"	Knockbride, .	15196	Greaghgarra, . .	30	30	60	10.
	"	Killinkere, . .	15502	Killinkere, . m.	75	"	75	10.
	"	Do. . . .	15503	Do. . . . f.	"	75	75	10.
	"	Knockbride, .	15531	Carlasty Carroll, .	30	30	60	10.
" . . .	31	Templeport, .	15579	Drumlands, . .	60	60	120	10.

VII.—List of Two HUNDRED and SIXTY-SEVEN VESTED SCHOOLS—continued.

Appendix.

Section II.,
C.Building
cases
not yet
brought
into
operation.

County.	Dis- trict.	Parish.	Roll No.	School.	Number of Pupils to be accommodated.			How vested.
					Males.	Fe- males.	Total.	
Wexford.	1	Templecrone, . . .	15005	Meenbane, . . .	60	60	120	V.E.
		Upr. Templecrone, . . .	15153	Cammin, . . .	40	40	80	V.E.
		Rossmill, . . .	15259	Derryhassan, . . .	60	60	120	V.E.
		Tullyfara, . . .	15338	Millford, . . .	75	75	150	V.E.
		Conwal, . . .	15364	Ballystrong, . . .	40	40	80	V.E.
		Do, . . .	15634	Letteracanny (2), . . .	75	75	150	V.C.
		Clondarradog, . . .	15385	Casbel (2), . . .	75	75	150	V.E.
		Do, . . .	15521	Ballymichael, . . .	75	75	150	V.E.
		Do, . . .	15532	Croaghmore, . . .	40	40	80	V.E.
		Lower Killybegs, . . .	15554	Gortacarr, . . .	50	50	100	V.E.
		Convey, . . .	15647	Linsink, . . .	30	30	60	V.E.
		Lettermacward, . . .	15657	Dosey, . . .	40	40	80	V.E.
		2 Clones, . . .	15493	Inishtrahull Island, . . .	30	30	60	V.C.
		Upper Fahan, . . .	15627	Teehan, . . .	50	50	100	V.E.
		Upper Moville, . . .	15659	Drang, . . .	50	50	100	V.E.
		2a Mervagh, . . .	15706	Gortacarr, . . .	40	40	80	V.E.
		5 Killybaron, . . .	14705	Ballyshannon Convent, . . .	-	500	500	V.E.
		Glencolumbkille, . . .	15241	Teslin, . . .	75	75	150	V.E.
Down.	2	Killybegs, . . .	15499	Dunkineely (2), . . .	50	50	100	V.E.
		Kilcar, . . .	15641	Derrylaghan, . . .	40	40	80	V.E.
		6 Donaghmore, . . .	15227	Tievehuck, . . .	30	30	60	V.E.
		2 Comber, . . .	15417	Crossnacreevy, . . .	40	40	80	V.C.
		11 Sespatriek, . . .	15548	Rathfriland-street, . . .	60	60	120	V.E.
Londonderry.	2	Templemore, . . .	15713	Christ Church, . . . m.	175	-	175	V.E.
		Do, . . .	15714	Do, . . . f.	-	175	175	V.E.
		7 Desertmartin, . . .	15704	Knockmagin, . . .	40	40	80	V.E.
Wexford.	18	Clones, . . .	15544	Aughnashalvey, . . .	40	40	80	V.E.
		Do, . . .	15638	Annakilly, . . .	30	30	60	V.E.
		Errigal Tragh, . . .	15565	Errigal Tragh, . . .	30	30	60	V.C.
		Do, . . .	15654	Knockconan, . . .	40	40	80	V.E.
		Tullycorbet, . . .	15366	Corbey, . . . m.	75	-	75	V.E.
		Do, . . .	15567	Do, . . . f.	-	75	75	V.E.
		Killeven, . . .	15637	Greenan's Cross, . . .	50	50	100	V.E.
Tipperary.	6	Skirts of Uiney, . . .	15346	Castlederg Edwards, m.	75	-	75	V.C.
		Do, . . .	15349	Do, do, f.	-	75	75	V.C.
		Upper Badoney, . . .	15376	Glenrone, . . .	40	40	80	V.E.
		14 Termonegurk, . . .	15552	St. Colambkille's, . . .	50	50	100	V.E.
		Clogherney, . . .	15412	Seskinnee (2), . . .	40	40	80	V.E.
		Pintona, . . .	15347	Lisnecroive, . . .	30	30	60	V.C.
		15 Donaghmore, . . .	15681	Tullyallen, . . .	60	60	120	V.E.
Clare.	42	Feskla, . . .	15254	Flagmount, . . .	50	50	100	V.E.
		Kilroe, . . .	15320	Caherbarley, . . .	40	40	80	V.E.
		O'Connell's, . . .	15549	Ballybran, . . .	60	60	120	V.E.
		45 Kilmurry, . . .	15408	Conolly, . . . m.	100	-	100	V.E.
		Do, . . .	15409	Do, . . . f.	-	100	100	V.E.
Lark.	48	Cleupriest, . . .	15516	Cleupriest, . . . m.	100	-	100	V.E.
		Do, . . .	15517	Do, . . . f.	-	100	100	V.E.
		Temperobin, . . .	15718	St. Joseph's (Cove), . . .	600	-	600	V.E.
	52	Kilbolane, . . .	15159	Many, . . .	30	30	60	V.E.
		Do, . . .	15478	Bunmore, . . .	75	-	75	V.E.
		Do, . . .	15479	Toames, . . . m.	-	75	75	V.E.
	56	Macroon, . . .	15597	Do, . . . f.	175	-	175	V.E.
		Do, . . .	15598	Macroon, . . . m.	-	175	175	V.E.
		Cullen, . . .	15681	Do, . . . f.	150	-	150	V.E.
	56	Do, . . .	15682	Cullen, . . . m.	-	150	150	V.E.
		Donaghmore, . . .	15323	Do, . . . f.	60	-	60	V.E.
		Do, . . .	15334	Kilcullen, . . . m.	-	60	60	V.E.
Lark.	56	Ferry, . . .	15594	Do, . . . f.	50	50	100	V.C.
		Gortree, . . .	15701	Grange, . . .	60	60	120	V.E.
		Do, . . .	15702	Gortree, . . . m.	-	60	60	V.E.

Appendix.

Section II.
C.Building cases
not yet
brought
into opera-
tion.

VII.—List of TWO HUNDRED and SIXTY-SEVEN VESTED SCHOOLS—continued

County.	Dis- trict.	Parish.	Roll No.	School.	Number of Pupils to be accommodated.			Est. total.
					Males.	Females.	Total.	
Cork.	58	Schull.	15552	Dunbeacon.	60	60	120	7.5
	-	Augladown.	15563	Lisheen.	100	-	100	7.5
	-	Do.	15564	Do.	-	100	100	7.5
	-	Kilmecomanogue.	15546	Coombala.	40	40	80	7.5
	-	Kilmoa.	15694	Crookhaven.	30	30	60	7.5
	-	Kilnashan.	15797	Youngfield.	40	40	80	7.5
	59	Desertsergeon.	15630	Kilcolman.	40	-	40	7.5
	-	Do.	15631	Do.	-	60	60	7.5
	60	Dunderron.	15550	Ballydoan.	100	-	100	7.5
	-	Do.	15551	Do.	-	100	100	7.5
	39	Kilshennane.	14986	Lyrescompane.	100	100	200	7.5
	54	Kilcolman.	14572	St. Joseph's (Miltown).	200	-	200	7.5
Kerry.	-	Ventry and Kil- drum.	15502	Ventry.	100	-	100	7.5
	-	Do.	15593	do.	-	100	100	7.5
	-	Ballinacourty.	15600	Besokhuin.	175	-	175	7.5
	-	Do.	15601	do.	-	175	175	7.5
	-	Kinard.	15660	Cloonscurra.	100	100	200	7.5
	57	Knockane.	11344	Brida.	30	30	60	7.5
	-	Cahir.	14330	Cambara.	40	40	80	7.5
	-	Kilennalia.	15644	Tiernahoul.	75	-	75	7.5
	-	Do.	15645	Do.	-	75	75	7.5
	-	Glanbehy.	15668	Lettir.	60	-	60	7.5
	-	Do.	15669	Do.	-	60	60	7.5
Limerick.	39	Rathrossa.	15100	Clash.	50	50	100	7.5
	-	Do.	15685	Athena.	175	-	175	7.5
	-	Do.	15686	Do.	-	175	175	7.5
	46	Doon.	15692	Bilher.	125	-	125	7.5
	-	Do.	15693	Do.	-	125	125	7.5
	-	Aglishcormick.	15700	Cloverfield.	40	40	80	7.5
	51	Cahiravilly.	15680	Roxborough.	30	30	60	7.5
Tipperary.	56	Ballymuckey.	15560	Hallinrea.	40	40	80	7.5
	43	Clogher.	15273	Turraheen.	50	50	100	7.5
	-	Bueck.	15533	Acemickia.	50	50	100	7.5
	-	Kilmora.	15535	Bishopwood.	50	50	100	7.5
	-	Do.	15698	Silvermines.	75	-	75	7.5
	-	Do.	15697	Do.	-	75	75	7.5
	46	Clonbeg.	15677	Livermore.	75	75	150	7.5
	-	Do.	15678	Aherlow.	50	50	100	7.5
	51	St. John's.	15526	Tour.	40	40	80	7.5
	53	Cashel.	15703	Cashel.	100	100	200	7.5
Waterford.	48	Lismore and Mo- collap.	15457	Cappoquin Convent.	-	300	300	7.5
	-	Do.	15528	Do.	120	-	120	7.5
	-	Do.	15540	Ballyduff (2).	75	-	75	7.5
	-	Do.	15541	Do.	-	75	75	7.5
	-	Arduara.	15658	Maconna.	40	40	80	7.5
	49	Clonagair.	15642	Portlaw Convent.	-	300	300	7.5
Dublin.	30	Holmpatrick.	15569	Milverton.	50	50	100	7.5
	-	Luok.	15650	Ceduff.	40	40	80	7.5
	37	St. Peter's.	15572	Rathmines Township.	40	40	80	7.5
Kildare.	29	Nurney.	15303	Clogheriscol.	50	50	100	7.5
	37	Naas.	15040	Naas Convent.	-	400	400	7.5
	-	Kilmogue.	15655	Robertstown.	50	50	100	7.5
	44	Kildare.	15309	Kildare Convent.	-	200	200	7.5
Kilkenny.	47	Grange Sylvia.	15695	Goresbridge Convent.	-	100	100	7.5
	49	Portlascally.	15340	Carraig.	125	-	125	7.5
	-	Do.	15341	Do.	-	125	125	7.5
	-	Kilmacow.	15632	Kilmacow Convent.	-	150	150	7.5

List of Two HUNDRED and SIXTY-SEVEN VESTED SCHOOLS—continued.

Appendix.
Section II,
C.
Building
cases
not yet
brought
into opera-
tion.

County.	Dis- trict.	Parish.	Roll No.	School.	Number of Pupils to be accommodated.			How vested.
					Males.	Fe- males.	Total.	
Dub.	36	Lecternham, . . .	15612	Cadestown, . . .	40	40	80	V.T.
	41	Killeaghy, . . .	15395	Mount Belus, . m.	75	-	75	V.T.
	-	Do.	15396	Do. f.	-	75	75	V.T.
	-	Clonphusck, . . .	15556	Portarlinton Convt.,	-	300	300	V.T.
	-	Kilbride,	15656	Ballykilmarry, . .	40	40	80	V.T.
Dub.	23	Meelrim,	15633	St. Elizabeth's Convt.,	-	200	200	V.T.
	29	Rathkenney, . . .	15483	Rathkenney, . . m.	75	-	75	V.T.
Dub.	-	Do.	15487	Do. f.	-	75	75	V.T.
Dub.	41	Roseauilla, . . .	15313	Deerylamogue, . .	30	30	60	V.T.
	-	Clonagh,	15337	Ballylin,	75	75	150	V.T.
	-	Bordwell,	15562	Foxrock,	40	40	80	V.T.
	43	Rathdowney, . . .	15535	Rathdowney, . . .	156	-	156	V.T.
	44	Killestia,	15371	St. Joseph's, Carlow, Grangue.	60	60	120	V.T.
Dub.	33	Ardsrusher, . . .	15291	Streamstown, . . m.	75	-	75	V.T.
	-	Do.	15293	Do. f.	-	75	75	V.T.
	-	Killeigh,	15512	Monte Convent, . .	-	300	300	V.T.
Dub.	50	Menlugh,	15419	Oulart,	60	60	120	V.T.
	-	Ballycanew, . . .	15420	Ballycanew, . . m.	60	-	60	V.T.
	-	Do.	15430	Do. f.	-	60	60	V.T.
	-	Broadway,	15522	St. Mary's (Lady's Island).	50	50	100	V.T.
Dub.	40	Kilcool,	15533	Delgany,	30	30	60	V.T.
	-	Drumkay,	15272	Wicklow, . . . m.	200	-	200	V.T.
Dub.	27	Ballynakill, . . .	15427	Tollcross, . . . m.	100	-	100	V.T.
	-	Do.	15428	Do. f.	-	100	100	V.T.
	-	Do.	15507	Gortadeeve, . . m.	75	-	75	V.T.
	-	Do.	15588	Do. f.	-	75	75	V.T.
	-	Kilbeganet, . . .	15586	Frinylend,	60	60	120	V.T.
	32	Kilconly,	15475	Castlegrove, . . m.	75	-	75	V.T.
	-	Do.	15476	Do. f.	-	75	75	V.T.
	-	Do.	15500	Brooklawn, . . .	75	75	150	V.T.
	-	Dunmore,	15561	Ballinliss,	40	40	80	V.T.
	34	Moyras,	15389	Roundstone, . . f.	-	80	80	V.T.
	-	Do.	15513	Inishacken, . . .	30	30	60	V.T.
	-	Do.	15534	Kilkerria,	50	50	100	V.T.
	-	Reas,	15482	Cornomona, . . m.	125	-	125	V.T.
	-	Do.	15486	Do. f.	-	125	125	V.T.
	-	Orney,	15690	Inishtark Island, .	30	30	60	V.T.
Dub.	-	Killasin,	15518	Knock,	30	30	60	V.T.
	-	Moycullen, . . .	15708	Moycullen, . . m.	100	-	100	V.T.
	-	Do.	15709	Do. f.	-	100	100	V.T.
	34	Abbeynockmoy, .	15411	Crumlin,	-	80	80	V.T.
	-	Ballinacourty, .	15679	Tawn Island, . . .	20	20	40	V.T.
	35	Clonkeen Kerrill, .	15428	Clonkeen Kerrill, m.	120	-	120	V.T.
	-	Kilquail,	15570	Rahem,	30	30	60	V.T.
	62	Killeenadroma, .	15071	Killeenadroma, . m.	75	-	75	V.T.
	-	Do.	15072	Do. f.	-	75	75	V.T.
	-	Kinvra,	15523	Kinvra Convent, .	-	200	200	V.T.
Dub.	5	Rominger,	15433	Glensaillo, . . . m.	60	-	60	V.T.
	-	Do.	15434	Do. f.	-	60	60	V.T.
	12	Drumlease, . . .	15302	Drumlease, . . .	75	75	150	V.T.
	28	Clonra,	15616	Fearglass, . . . m.	75	-	75	V.T.
	-	Do.	15617	Do. f.	-	75	75	V.T.
	-	Do.	15665	Drumloughan, . .	60	60	120	V.T.
	31	Do.	15442	Clonra,	75	-	75	V.T.
	-	Do.	15445	Do. f.	-	75	75	V.T.
	-	Upper Drumreilly, Do.	14794 14795	Drumreilly, . . m. Do. f.	60 -	- 60	60 60	V.T. V.T.

Appendix.

Section II.
C.Building cases
not yet
brought
into operation.

VII.—List of Two HUNDRED and SIXTY-SEVEN VESTED SCHOOLS—continued.

County.	District.	Parish.	Roll No.	School.	Number of Pupils to be accommodated.			Est. cost.	
					Males.	Females.	Total.		
Leitrim.	31	Kiltubrid.	15356	Aughnacshel.	60	60	120	£1.	
	-	Do.	15670	Carrigna.	30	30	60	£1.	
	-	Pemagh.	15690	Carrigna.	40	40	80	£1.	
Mayo.	20	Rathreagh.	15423	Mount Palmer.	30	30	60	£1.	
	-	Kilheide.	15477	Killean.	50	50	100	£1.	
	-	Addergoele.	15705	Rathbell.	40	40	80	£1.	
	21	Kilmoree.	14536	Kilkelly.	inf.	54	54	108	£1.
	-	Do.	15589	Oriel.	m.	75	-	75	£1.
	-	Do.	15596	Do.	f.	-	75	75	£1.
	-	Kilcennuff.	15542	Swinford Convent.	-	400	400	£1.	
	-	Aghamore.	15608	St. Patrick's.	m.	100	-	100	£1.
	-	Do.	15609	Do.	f.	-	100	100	£1.
	26	Barrishoele.	15098	Kilmore.	f.	-	75	75	£1.
	-	Achill.	14866	Butterworth.	-	30	30	60	£1.
	-	Do.	15225	Achillbeg.	-	30	30	60	£1.
32	Aznagh.	15589	Logboy.	m.	75	-	75	£1.	
-	Do.	15576	Do.	f.	-	75	75	£1.	
-	Cromboyrne.	15682	Ballyglass.	m.	75	-	75	£1.	
-	Do.	15683	Do.	f.	-	75	75	£1.	
Roscommon.	21	Tibohine.	15255	Do.	m.	125	-	125	£1.
	-	Do.	15256	Do.	f.	-	125	125	£1.
	-	Do.	15425	Fairymount.	m.	125	-	125	£1.
	-	Do.	15426	Do.	f.	-	125	125	£1.
	-	Do.	15543	Tibohine.	m.	125	-	125	£1.
	-	Do.	15544	Do.	f.	-	125	125	£1.
	22	Boyle.	15384	Grange.	-	50	50	100	£1.
	-	Do.	15583	Deerpark.	-	50	50	100	£1.
	-	Do.	15628	St. Joseph's Moxy.	300	-	300	£1.	
	-	Do.	15715	Tynagh.	-	30	30	60	£1.
	27	Roscommon.	15683	St. Mary's Convent.	-	600	600	£1.	
	-	Haslick.	15545	Castleplunkett.	-	50	50	100	£1.
	-	Ballintubber.	15610	Ballintubber.	m.	100	-	100	£1.
	-	Do.	15611	Do.	f.	-	100	100	£1.
	32	Kiltullagh.	15537	Clonsfad.	m.	125	-	125	£1.
	-	Do.	15538	Do.	f.	-	125	125	£1.
	-	Do.	15684	Grangehan.	f.	-	150	150	£1.
	35	Carr.	15413	Bridgeswell.	-	50	50	100	£1.
	-	Craugh.	15531	Newtown.	-	75	75	150	£1.
	-	Taughmaccusnell.	15614	Taughmaccusnell.	m.	75	-	75	£1.
	-	Do.	15615	Do.	f.	-	75	75	£1.
	-	St. Peter's.	15648	Clonsowen.	m.	100	-	100	£1.
	-	Do.	15649	Do.	f.	-	100	100	£1.
	-	Taughtoy.	15633	Ballyforan.	f.	-	80	80	£1.
Sligo.	12	Killoran.	15378	Rockfield.	m.	75	-	75	£1.
	-	Do.	15379	Do.	f.	-	75	75	£1.
	-	Drumcliffe.	15421	Ballyconnell.	m.	75	-	75	£1.
	-	Do.	15422	Do.	f.	-	75	75	£1.
	-	Do.	15527	Roughley.	-	30	30	60	£1.
	-	Do.	15668	Luganah.	-	50	50	100	£1.
	20	Kilglass.	15571	Kilglass.	-	40	40	80	£1.
	-	Kilmacshigan.	15607	Glenaskey.	-	30	30	60	£1.
	21	Achnarry.	15514	Talhercurry.	m.	125	-	125	£1.
	-	Do.	15515	Do.	f.	-	125	125	£1.
	-	Do.	15573	Do.	inf.	50	50	100	£1.
	23	Kilfrree.	15213	Clonsowen.	m.	75	-	75	£1.
	-	Do.	15214	Do.	f.	-	75	75	£1.
	-	Kilmacmillan.	15217	Ardkeerin.	m.	75	-	75	£1.
	-	Do.	15218	Do.	f.	-	75	75	£1.
	-	Toomour.	15342	Kearb.	-	50	50	100	£1.
	-	Aghnagh.	15574	Clougha.	m.	75	-	75	£1.
	-	Do.	15575	Do.	f.	-	75	75	£1.
	-	Killadon.	15606	Mount Town.	-	60	60	120	£1.

VIII.—LIST of TEN SCHOOLS placed on the Suspended List during the Twelve Months ended 31st December, 1902.

Appendix.

Section II

C.

Schools suspended.

County.	Dist.	Roll No.	School.	Parish.	How voted.	Reason for placing School on Suspended List.
Dougl.	6	1365	Gortiebar, .	Doughmore, .	V.T.	Superseded by 1520A.
Maghera.	7	12187	Hall-street, (Maghera.)	Maghera, .	V.C.	Amalgamated with 12186.
Do.	55	2157	Dromagh, m.	Dromtariffe, .	V.T.	" 15380.
Do.	54	2158	Do. f.	Do. .	V.T.	" 15301.
Do.	54	3263	Kilbaron, .	Dysert, .	V.T.	" 14797/B.
Do.	41	312	Closhullage, m.	Clonsast, .	V.T.	Superseded by 15235.
Do.	—	313	Do. f.	Do. .	V.T.	" 15236.
Do.	12	10230	Gortasilla, .	Innismagrath, .	V.C.	" 15133.
Do.	30	1092	Largan, .	Kilmaetigue, .	V.T.	" 15049.
Do.	31	1349	Kilmaetigue, m.	Do. .	V.T.	" 15500.

IX.—LIST of FORTY-FIVE SCHOOLS (VESTED) removed from Suspended List during Twelve Months ended 31st December, 1902.

Suspended Schools removed.

County.	Dist.	Roll No.	School.	Parish.	How voted.
Ards, .	4	1353	Ballyverdeck, .	m. Culsfeightrim, .	V.C.
Ards, .	25	153	St. Joseph's, .	m. Drumummon, .	V.T.
Do., .	—	154	Do., .	f. Do., .	V.T.
Do., .	—	157	Coolboyogas, .	m. Urney, .	V.T.
Do., .	—	158	Do., .	f. Do., .	V.T.
Do., .	—	3370	Kilnaleek, .	f. Annagh, .	V.T.
Dougl., .	1	1164	Derrybeg, .	Do., .	V.C.
Down, .	13	281	Drumbary, .	Galloon, .	V.T.
Do., .	—	238	Tulnaguigay, .	Magherasulmoney, .	V.T.
Down, .	3	7672	Miltown, .	Agnewway, .	V.C.
Down, .	18	1773	Knockstallen, .	f. Tydavnet, .	V.T.
Down, .	14	390	Carrigans Lower, .	Cappagh, .	V.T.
Do., .	15	1576	Strawhecklemartin, .	Kilbros, .	V.T.
Do., .	—	10560	Stewartstown, .	inf. Denagherry, .	V.C.
Down, .	42	2333	Ballinruan, .	m. Inchironan, .	V.T.
Do., .	—	12930	Do., .	f. Do., .	V.T.
Down, .	56	1542	Blarney, .	f. Blarney, .	V.T.
Do., .	—	3930	Kilpaddier, .	Do., .	V.T.
Do., .	53	3095	Ballingary, .	m. Inchigeela, .	V.T.
Do., .	59	1275	Sherkin Island, .	Do., .	V.T.
Do., .	—	2112	Constransan, .	m. Myross, .	V.T.
Do., .	—	2113	Do., .	f. Do., .	V.T.
Kerry, .	57	2183	Flemore, .	m. Killinane, .	V.T.
Do., .	—	2154	Do., .	f. Do., .	V.T.
Wexford, .	53	4137	Coelnahorra, .	Do., .	V.T.
Wexford, .	49	1841	Mullinaskill, .	m. Dysertmoan, .	V.T.
Do., .	—	3877	Do., .	f. Lislaning, .	V.T.
Kings, .	36	2414	Thomastown, .	Do., .	V.T.
Longford, .	28	2372	Clonsen, .	Do., .	V.T.
Do., .	33	2315	Tevelick, .	m. Tachmy, .	V.T.
Do., .	—	2438	Do., .	f. Do., .	V.T.
Loth., .	25	1306	Kellystown, .	m. Drumhallon, .	V.C.
Do., .	—	2095	Arden Monastery, .	Do., .	V.T.
Meath, .	29	862	Fraimo, .	m. Athboy, .	V.T.
Do., .	—	3291	Do., .	f. Do., .	V.T.
Do., .	—	3813	Carnisle, .	f. Kilbakey, .	V.T.
Westmeath, .	33	830	Mount Temple, .	m. Ballyloughlea, .	V.T.
Do., .	—	1208	Do., .	f. Do., .	V.T.
Galway, .	26	1319	Tully, .	Do., .	V.T.
Do., .	35	1011	Loughrea, .	f. Loughrea, .	V.T.
Do., .	42	1323	Killaseen, .	m. Kilbeacanty, .	V.T.
Do., .	—	1520	Do., .	f. Do., .	V.T.
Mayo, .	26	1613	Newtownbrown, .	f. Killelan, .	V.T.
Monaghan, .	35	1003	Carriek, .	Carr., .	V.T.
Sligo, .	20	4409	Castlerock, .	Do., .	V.T.

Appendix.
Section II.
C.Schools on
Suspended
List.X.—LIST of ONE HUNDRED AND SIXTY-SIX SCHOOLS (VESTED) on
the Suspended List on 31st December, 1902.

County.	Statute.	Parish.	Sch. No.	School	Est. value.
Antrim, . . .	3	Armagh, . . .	1290	Breen, . . . m.	7.1
Do., . . .	3	Tullyruek, . . .	5537	Dundred, . . . f.	7.0
Do., . . .	-	Shankill, . . .	6633	Cavehill, . . . f.	7.1
Do., . . .	8A	Kilroot, . . .	7944	Bellahill, . . . f.	7.0
Qavan, . . .	23	Annaghcliff, . . .	129	Carthage, . . . m.	4.
Do., . . .	-	Killeshandra, . . .	143	Coronary, . . . m.	7.1
Do., . . .	-	Do., . . .	144	Do., . . . f.	7.1
Do., . . .	-	Killeshandra, . . .	11206	Killeshandra, . . . f.	7.1
Do., . . .	-	Ballymachugh, . . .	138	Cartick, . . . m.	7.1
Do., . . .	24	Lurgan, . . .	2109	Lattoun, . . . f.	7.1
Donagall, . . .	1	Conwal, . . .	1235	Letherkenny Monastery, . . .	7.1
Do., . . .	-	Do., . . .	2386	Do., . . . Conwal, . . .	7.1
Do., . . .	2	Muff, . . .	2999	Ture, . . . f.	7.0
Do., . . .	-	Fahan, Lower, . . .	3894	Tullydick, . . . f.	7.0
Do., . . .	5	Kilbarron, . . .	4421	Ballyrhamon, . . . f.	7.0
Do., . . .	6	Donaghmore, . . .	1363	Gortkhar, . . . f.	7.1
Down, . . .	17	Bright, . . .	4743	Bright, . . . m.	7.0
Do., . . .	-	Kilclief, . . .	10879	Kilclief, . . . f.	7.1
Do., . . .	-	Saul, . . .	2275	Ballintogher, . . . f.	7.1
Fermanagh, . . .	13	Aghavea, . . .	11322	Brookboro', . . . m.	7.0
Londonderry, . . .	3	Killowen, . . .	3987	Killowen-street, . . . m.	7.1
Do., . . .	7	Tamlaght O'Ceilly, . . .	2486	Drumgarner, . . . f.	7.1
Do., . . .	-	Upper Cumber, . . .	5496	Glenamaddy, . . . m.	7.0
Do., . . .	-	Maghera, . . .	2896	Lennacoy, . . . f.	4.
Do., . . .	-	Ardrara, . . .	5893	Warwick Lodge, . . .	7.1
Do., . . .	-	Maghera, . . .	12187	Hall-at-f. (Maghera), . . .	7.0
Monaghan, . . .	18	Tydavast, . . .	4653	Tullycrummin, . . . f.	7.1
Do., . . .	-	Ennistrie, . . .	10430	Corravene, . . . f.	7.1
Do., . . .	-	Drumcra, . . .	10453	Drumcra, . . . f.	7.1
Do., . . .	-	Maghera, . . .	367	Carriekmacross, . . . f.	7.1
Tyrone, . . .	2	Donaghadee, . . .	1269	Donaghadee, . . . f.	4.
Do., . . .	6	Badoney, Upper, . . .	5678	Letherkenny, . . . f.	7.0
Do., . . .	14	Kilkeery, . . .	3377	Feglish, . . . f.	4.
Do., . . .	-	Erigle Keerogue, . . .	415	Glenoull, . . . m.	7.0
Do., . . .	-	Donaghadee, . . .	2456	Blackfort, . . . f.	7.0
Do., . . .	-	Cappagh, . . .	3345	Baylaugh, . . . f.	4.
Do., . . .	15	Kilkeery, . . .	419	Dunmore, . . . f.	7.0
Do., . . .	-	Pomeroy, . . .	1143	Altmore, . . . m.	7.0
Do., . . .	-	Donaghadee, . . .	2436	Stewartstown (1), . . .	7.1
Ulster, . . .	42	Dynart, . . .	1264	Moyra, . . . m.	4.
Do., . . .	-	Kilmoon, . . .	3198	Caberballag, . . . m.	7.1
Do., . . .	-	Do., . . .	3189	Do., . . . f.	7.1
Do., . . .	45	Drumcliffe, . . .	443	Newtownstackpoole, . . . m.	7.1
Do., . . .	-	Do., . . .	6314	Do., . . . f.	7.1
Do., . . .	-	Kilnabill, . . .	4751	Lacken, . . . m.	7.0
Do., . . .	-	Do., . . .	4752	Do., . . . f.	7.0
Do., . . .	51	Cloules, . . .	4438	Killicheen, . . . m.	7.1
Do., . . .	-	Do., . . .	4439	Do., . . . f.	7.1
Cork, . . .	46	Marshallstown, . . .	12445	Glenahulla, . . . m.	7.1
Do., . . .	48	Aghada, . . .	12503	Ballymacodrig, . . . m.	7.1
Do., . . .	55	Kilmichael, . . .	3509	Drumleigh, . . . f.	7.1
Do., . . .	-	Canovee, . . .	3159	Canovee, . . . m.	7.1
Do., . . .	-	Do., . . .	9486	Do., . . . f.	7.1
Do., . . .	-	Drishane, . . .	1690	Millstreet (1), . . .	7.1
Do., . . .	-	Nobelsdale, . . .	9344	Kingwilliamstown, . . . m.	7.1
Do., . . .	-	Do., . . .	9245	Do., . . . f.	7.1
Do., . . .	-	Drishane, . . .	10308	Millstreet (2), . . . m.	7.1
Do., . . .	-	Macdonough, . . .	3898	Canterbury, . . . m.	7.1

X.—LIST OF ONE HUNDRED AND SIXTY-SIX SCHOOLS (VERSED) on the Suspended List on 31st December, 1902—continued.

Appendix,
Section II.,
C.

County.	Diocesan.	Parish.	Roll No.	School.	How versed.	Schools on Suspended List.
Cork—cont.,	55	Kilshin.	9145	Curragh,	f.	V.T.
Do.,	—	Dromariffe,	2157	Dromagh,	m.	V.T.
Do.,	—	Do.,	2133	Do.,	f.	V.T.
Do.,	56	Britway,	3994	Britway,	f.	V.T.
Do.,	—	Doneraile,	4128	Skeshanabeg,	m.	V.T.
Do.,	—	Doneraile,	11570	Ballyvaugh,	m.	V.T.
Do.,	—	Carrigrohilly,	12617	Glencoe and Carig,	m.	V.T.
Do.,	—	Monanimmey,	3887	Knockacollotha,	m.	V.T.
Do.,	59	Skibbereen,	5141	Skibbereen (4),	—	V.T.
Do.,	—	Ardfield,	10037	Ardfield,	m.	V.T.
Do.,	—	Castlehaven,	5716	Castletownsend,	m.	V.C.
Do.,	—	Do.,	5717	Do.,	f.	V.C.
Do.,	—	Kilmeen,	12607	Ballygarreen,	m.	V.T.
Do.,	—	Craugh,	3440	Skibbereen (2),	—	V.T.
Do.,	—	Tullagh,	12362	Lough Ina,	f.	V.T.
Do.,	60	Kinsale,	1612	Kinsale Monastery,	—	V.T.
Kerry,	39	Kilcarrah,	10959	Lixnaw,	f.	V.T.
Do.,	—	Killlannan,	2121	Gortnaskeld,	f.	V.T.
Do.,	54	Dingle,	1278	Dingle,	m.	V.T.
Do.,	—	Killiney,	2191	Castlegregory,	m.	V.T.
Do.,	—	Do.,	2192	Do.,	f.	V.T.
Do.,	—	Ballinahaglish,	8423	Spa,	f.	V.T.
Do.,	—	Nohoval,	10167	Nohoval,	m.	V.T.
Do.,	—	Droghda,	3263	Kilbarrow,	—	V.T.
Do.,	55	Kilcummin,	2965	Rathmore,	f.	V.T.
Do.,	57	Killarney,	1602	Gortacallane,	—	V.T.
Do.,	—	Templenoe,	5148	Gernaghmalagh,	—	V.C.
Do.,	—	Kilcrohan,	8252	Succom,	f.	V.C.
Do.,	—	Do.,	10039	Lettarinish,	f.	V.C.
Do.,	58	Kenmare,	2830	Kenmare,	f.	A.
Limerick,	46	Kilteely,	1903	Kilteely,	m.	V.T.
Do.,	—	Do.,	1987	Do.,	f.	V.T.
Do.,	43	Killes,	1402	Killes,	m.	V.T.
Do.,	—	Do.,	1610	Do.,	f.	V.T.
Tipperary,	36	Cloughprior,	2076	Carney,	m.	V.T.
Do.,	—	Borrisokane,	3694	Kyle Park,	m.	V.T.
Do.,	46	Templemore,	10433	Ardane,	m.	V.T.
Do.,	—	Shrovel,	15074	Stronell,	f.	V.T.
Do.,	51	Kilvellane,	11742	Newport,	f.	V.T.
Do.,	53	Reelickmurray and Athassel,	13706	Lagganstown,	f.	V.T.
Do.,	—	Do.,	3450	Ballycarrow,	f.	V.C.
Worcester,	48	Tallow,	3490	Kilnelf,	m.	A.
Do.,	—	Do.,	4318	Ballyduff,	f.	V.T.
Dublin,	30A	Chapelized,	700	Chapelized,	m.	V.T.
Do.,	—	Do.,	701	Do.,	f.	V.T.
Do.,	40	Rathfischel,	8293	Ballycorus,	m.	V.C.
Do.,	40A	St. Mary's,	3318	Ringsend,	f.	V.C.
Kildare,	37	Glencowry,	1497	Newtown,	f.	V.T.
Do.,	—	Donaghcumfer,	5351	Abbey,	f.	V.C.
Do.,	44	Donnanogoe,	2712	Levinstown,	—	V.T.
Kilkenny,	47	Grange,	780	Church Hill,	—	V.T.
Do.,	—	Powerstown,	1155	Skewostheen,	f.	V.T.
Do.,	—	St. John's,	3413	St. John's,	f.	V.T.
Do.,	—	Do.,	10623	St. John's Preparatory m.	—	V.T.
King's,	41	Killride,	829	Tullamore,	m.	V.T.
Do.,	—	Cloosmot,	812	Cloosmot,	m.	V.T.
Do.,	—	Do.,	813	Do.,	f.	V.T.

**X.—LIST of ONE HUNDRED AND SIXTY-SIX SCHOOLS (VERTED) on
the Suspended List on 31st December, 1902—continued.**

Appendix.

Section II,
C.Schools on
Suspended
List.

County.	District.	Parish.	Roll No.	School.	Rev. Voted.
Longford, . . .	28	Cashel, . . .	1308	Carraghoy, . . m.	v.2.
Do., . . .	-	Do., . . .	1493	Do., . . . f.	v.2.
Louth, . . .	25	Rathfrummin, . . .	1533	Walshstown, . . m.	v.2.
Do., . . .	-	Termonfeckin, . . .	2004	Cartown, . . . f.	v.2.
Do., . . .	-	Mapletown, . . .	11953	Dowdstown, . . . f.	v.2.
Do., . . .	-	Dundalk, . . .	847	Dundalk, . . . m.	v.2.
Do., . . .	-	Do., . . .	848	Do., . . . f.	v.2.
Do., . . .	-	Phillipstown, . . .	2139	Acinst, . . . f.	v.2.
Meath, . . .	25	Kilsharvin, . . .	1178	Mount Hammer, . . f.	v.2.
Do., . . .	-	Clonsalvey, . . .	2036	Clonsalvey, . . . m.	v.2.
Do., . . .	29	Boardsmill, . . .	1827	Bainesstown, . . . f.	v.2.
Do., . . .	-	Cushinstown, . . .	3147	Cushinstown, . . . f.	v.2.
Do., . . .	-	Clonsaduff, . . .	4009	Tullaghanstown, . . . f.	v.2.
Do., . . .	28	Trim, . . .	4399	Phillipstown, . . . f.	v.2.
Queen's, . . .	44	Tallymoy, . . .	1635	Leggnoorren, . . . m.	v.2.
Do., . . .	-	Kilabban, . . .	4779	Kilabban, . . . f.	v.2.
Do., . . .	-	Do., . . .	1727	Ballylinan, . . . m.	v.2.
Westmeath, . . .	33	Ballymarin, . . .	1313	Newbristly, . . . m.	v.2.
Do., . . .	29	Castletown Delvin, . . .	2263	Crowenstown, . . . m.	v.2.
Do., . . .	41	Rahugh, . . .	12906	Rahugh, . . . f.	v.2.
Wexford, . . .	49	Hook, . . .	11995	Leftins Hall, . . . f.	v.2.
Do., . . .	50	Ballyhoge, . . .	1491	Galbally, . . . f.	v.2.
Do., . . .	-	Rosdroit, . . .	5037	Courtnacuddy, . . . m.	v.2.
Do., . . .	-	Carriek, . . .	10730	Barnstown, . . . f.	v.2.
Do., . . .	-	Marshallstown, . . .	12740	Marshallstown, . . . m.	v.2.
Wicklow, . . .	40	Rathrum, . . .	5950	Rathrum, . . . f.	v.2.
Galway, . . .	35	Kilconell, . . .	12910	Woodlawn, . . . m.	v.2.
Do., . . .	-	Lickmollassy, . . .	2175	Portanna, . . . f.	v.2.
Do., . . .	34	Kilcummin, . . .	4787	Oughternad, . . . f.	v.2.
Do., . . .	32	Killersia, . . .	2173	Barnaderry, . . . m.	v.2.
Do., . . .	-	Do., . . .	3389	Do., . . . f.	v.2.
Do., . . .	-	Meyru, . . .	9566	Murvey, . . . f.	v.2.
Do., . . .	-	Oranmore, . . .	8799	Mealough, . . . m.	v.2.
Do., . . .	34A	Do., . . .	4507	Oranmore, . . . f.	v.2.
Do., . . .	35	Lickerig, . . .	1009	Lickerig, . . . f.	v.2.
Do., . . .	42	Kilmaednagh, . . .	4791	Lick, . . . f.	v.2.
Do., . . .	-	Kinvacra Dooras, . . .	3057	Kinvacra, . . . f.	v.2.
Leitrim, . . .	31	Kiltyclogher, . . .	12193	Lieduff (2), . . . m.	v.2.
Do., . . .	12	Inalismagrath, . . .	10239	Goctanilla, . . . f.	v.2.
Mayo, . . .	20	Crossmolina, . . .	4010	Richmond, . . . m.	v.2.
Do., . . .	-	Do., . . .	4011	Do., . . . f.	v.2.
Do., . . .	-	Toomora, . . .	12035	Foxford, . . . f.	v.2.
Do., . . .	-	Do., . . .	1077	Asynashugh, . . . f.	v.2.
Do., . . .	21	Kilconduff, . . .	2031	Swinsford, . . . f.	v.2.
Do., . . .	-	Do., . . .	2030	Do., . . . m.	v.2.
Do., . . .	28	Aughaval, . . .	2823	Murriek, . . . m.	v.2.
Do., . . .	-	Burrischole, . . .	4531	Newport Pratt, . . . f.	v.2.
Roscommon, . . .	35	St. Peter's, . . .	4196	Deerpark, . . . f.	v.2.
Do., . . .	22	Kilnakin, . . .	2494	Cortober, . . . f.	v.2.
Sligo, . . .	20	Kilmaeigue, . . .	1002	Largan, . . . f.	v.2.
Do., . . .	21	Do., . . .	1249	Kilmaeigue, . . . m.	v.2.

XL—LIST of TWENTY VESTED MODEL SCHOOL DEPARTMENTS* closed.

Appendix.
Section II,
C.Model
School De-
partments
closed.

County.	District	Roll No.	School.	Parish.	How vested.
Cork.	24	8514	Baileboro' Model.	Baileborough.	V.C.
Tipperary.	53	8635	Clonmel	Clonmel.	V.C.
Wexford.	49	6976	Waterford	St. John's.	V.C.
Wick.	40A	4993	Glamevin	Glamevin.	V.C.
Do.	-	8653	Central	St. Thomas'.	V.C.
Do.	-	8654	Do.	Do.	V.C.
Do.	-	8655	Do.	Do.	V.C.
Do.	-	8656	Do.	Do.	V.C.
Do.	-	8657	Do.	Do.	V.C.
Do.	-	8658	Do.	Do.	V.C.
Do.	-	8659	Do.	Do.	V.C.
Kildare.	44	6210	Athy	St. Michael's.	V.C.
Do.	-	6615	Do.	Do.	V.C.
Kilkenny.	47	6982	Kilkenny	St. Patrick's.	V.C.
Do.	-	6982	Do.	Do.	V.C.
King's.	36	7351	Passenstown	Blir.	V.C.
Meath.	29	5631	Trim	Trim.	V.C.
Do.	-	5632	Do.	Do.	V.C.
Wick.	59	7786	Ennisceorthy	St. Mary's (Ennisceorthy).	V.C.
Galway.	34A	6214	Galway	Rahona.	V.C.

* The Roll number of the Infant Department of Dunmanway Model School was cancelled.

I.—GENERAL SUMMARY OF OPERATION, BUILDING, INOPERATIVE, and SUSPENDED, Summary.
SCHOOLS in connexion on 31st December, 1902.

County.	Operation Schools.	Building Schools.	Inoperative Schools.	Suspended Schools.*	Total.	County.	Operation Schools.	Building Schools.	Inoperative Schools.	Suspended Schools.*	Total.
Cork.	701	18	1	4	724	Kildare.	104	4	1	5	114
Wexford.	223	7	1	-	231	Kilkenny.	182	4	1	6	183
Longford.	209	6	1	7	303	King's.	123	5	-	4	132
Louth.	438	21	-	6	465	Longford.	112	1	1	2	116
Meath.	515	2	-	3	520	Louth.	110	-	-	6	116
Queen's.	184	-	1	1	186	Meath.	173	2	1	8	184
Westmeath.	302	3	1	6	312	Queen's.	121	5	-	3	129
Wick.	189	7	1	4	201	Westmeath.	142	3	-	3	148
Wicklow.	372	7	-	9	388	Wexford.	100	4	1	6	191
Galway.	253	5	1	9	278	Wicklow.	136	2	-	1	139
Leitrim.	749	25	2	36	802	Galway.	420	25	1	12	467
Mayo.	366	13	-	14	393	Leitrim.	207	13	1	2	223
Sligo.	267	7	1	4	279	Mayo.	425	16	2	8	451
Roscommon.	328	10	1	8	347	Roscommon.	256	24	3	2	285
Sligo.	143	6	1	3	153	Sligo.	214	19	-	2	235
Donegal.	85	-	-	-	85						
Total.	374	3	-	12	349	Total.	3,712	367	24	186	9,189

* Including amalgamated Model School Departments.

Appendix
Section II.
D.
Convent
Schools.

APPENDIX D.—ATTENDANCE, &c., AT SCHOOLS OF SPECIAL CHARACTER.

I.—CONVENT AND MONASTERY SCHOOLS.

(a.) Convent Schools paid by Capitation; (b.) Convent Schools paid by Consolidated Salaries, &c.; (c.) Monastery Schools paid by Capitation; (d.) Monastery Schools paid by Consolidated Salaries, &c.; (e.) Summary according to Religious Orders; and (f.) General Summary.

(a.)—TWO HUNDRED AND NINETY-TWO CONVENT NATIONAL SCHOOLS PAID BY CAPITATION.

PROVINCE AND COUNTY.	District.	Roll No.	School.	Religious Order of Community.	Average No. of Pupils on Rolls for year ended 31st Dec. 1905.	Average No. of scholars for year ended 31st Dec. 1905.
ULSTER.						
Co. ANTRIM,	8	4224	Lisburn, . . . f.	Sacred Heart, . . .	251	151
"	"	7059	Crumlin-road, . . f.	Sisters of Mercy, . .	242	230
"	"	10596	St. Catherine's, . . f.	Dominican, . . .	496	373
"	"	13343	Star of the Sea, . . f.	Sisters of Mercy, . .	342	200
"	"	14138	St. Joseph's, Crumlin-road, . . . f.	do., . . .	126	86
"	"	15278	St. Vincent's (Odessa-st.), f.	Sisters of Charity, . .	182	141
"	9	3056	St. Malachy's, . . f.	Sisters of Mercy, . .	429	32
Total, . . .					2,151	1,400
Co. ARMAGH,	11	9719	Edward-street, . . inf.	Sisters of Mercy, . .	479	44
"	"	15183	Church-place, . . f.	do., . . .	163	112
"	16	8230	Mt. St. Catherine, . . f.	Sacred Heart, . . .	337	25
"	"	10836	Keady, . . . f.	Poor Clares, . . .	202	130
"	19	13868	Maghernahely, . . f.	Sisters of Mercy, . .	269	10
Total, . . .					1,430	1,000
Co. CAVAN,	23	8450	Cavan, . . . f.	Poor Clares, . . .	287	17
"	"	10176	Ballyjamesduff, . . f.	do., . . .	194	12
"	"	11789	Beltonbet, . . . f.	Sisters of Mercy, . .	206	12
"	24	12093	Cootehill, . . . f.	do., . . .	108	6
Total, . . .					777	51
Co. DONEGAL,	1	15016	Letterkenny, . . f.	Loreto, . . .	114	17
"	"	10165	Glenfine, . . . f.	Sisters of Mercy, . .	83	41
"	2	2055	Glenboger, rom. m. & f.	do., . . .	64	21
"	"	9278	Moyle, . . . f.	do., . . .	150	120
"	"	10619	St. Patrick's, . . f.	do., . . .	142	89
"	5	14705	Ballyshannon (2), . . f.	do., . . .	165	51
Total, . . .					732	400

(h)—TWO HUNDRED AND NINETY-TWO CONVENT NATIONAL SCHOOLS PAID BY
CAPITATION—continued.Appendix.
Section II.
D.Convent
Schools.

Parish and County.	District.	Roll No.	School.	Religious Order of Community.	Average No. of Pupils on Rolls for year ended 31st Dec., 1902.	Average daily attendance for year ended 31st Dec., 1902.
MUSSTER—con.						
A. DOWN.	9	15504	Nazareth House, .	f. Sisters of Nazareth, .	124	175
"	"	15505	Nazareth Lodge, .	f. do., .	105	104
"	10	15390	Ss. Matthew's, .	f. Cross and Passion, .	483	552
"	17	16253	Mt. St. Patrick, .	f. Sisters of Mercy, .	346	254
"	19	243	Ss. Clare's, .	f. Poor Clares, .	662	452
"	"	9725	Rostrevor, .	f. Sisters of Mercy, .	108	68
"	"	13732	Warrenpoint, .	f. do., .	119	88
"	"	7508	Canal street, .	f. do., .	487	391
Total, .					2,494	1,794
CO. DUBLIN.						
"	2	6168	St. Eugene's Cathedral, f	Sisters of Mercy, .	610	472
"	"	13212	St. Patrick's (2), .	f. do., .	355	267
"	"	14698	St. Columba, .	f. i. do., .	158	117
"	"	14599	do., .	m. i. do., .	190	153
"	"	14913	Nazareth House, .	f. Sisters of Nazareth, .	192	185
"	7	14007	St. Mary's, Magherafelt, f	Immaculate Conception, .	52	41
"	"	15066	do., .	i. do., .	89	70
Total, .					1,646	1,305
CO. TYRONE.						
"	6	10110	Strabane, .	f. Sisters of Mercy, .	493	318
"	14	14372	Omagh, .	f. Loreto, .	241	155
"	15	13614	Cookstown, .	f. Sisters of Mercy, .	214	171
"	"	14458	St. Patrick's, .	f. do., .	334	228
Total, .					1,222	872
MUSSTER.						
CO. CLARE.						
"	42	10544	Ennistymon, .	f. Sisters of Mercy, .	289	213
"	"	12962	Tulla, .	f. do., .	138	143
"	"	15162	Killalee, .	f. do., .	168	117
"	45	7315	Ennis, .	f. do., .	517	309
"	"	11800	Kilkee, .	f. do., .	203	168
"	"	13374	Kilrush, .	f. do., .	548	397
Total, .					1,913	1,347
CO. CORK.						
"	48	512	Midleton, .	f. Presentation, .	517	342
"	"	3838	Youghal, .	f. do., .	547	359
"	"	6376	Queenstown, .	f. Sisters of Mercy, .	678	473
"	"	7419	St. Mary's (Carrigrohilly) f	Poor Servants of the Mother of God and the Poor, .	166	116
"	"	13430	Rushbrooke, .	f. Sisters of Mercy, .	89	71
"	52	1541	Charleville, .	f. do., .	119	83
"	"	13631	St. Joseph's, .	i. do., .	213	147
"	55	2278	Millstreet, .	f. Presentation, .	399	221
"	"	10947	Marazion, .	f. Sisters of Mercy, .	444	329
"	"	10232	Kesturk, .	f. do., .	242	152
"	56	2258	Fermoy, .	f. Presentation, .	476	332
"	"	4268	Doverdale, .	f. do., .	179	131
"	"	4630	Mallow, .	f. Sisters of Mercy, .	445	273
"	"	11855	Butterant, .	f. do., .	146	99
"	"	12791	Michelstown, .	f. Presentation, .	363	219
"	58	9161	Bantry, .	f. Sisters of Mercy, .	344	240
"	"	13372	St. Patrick's, .	m. i. do., .	120	106

Appendix.

Section II.,
D.Convent
Schools.(a.)—TWO HUNDRED AND NINETY-TWO CONVENT NATIONAL SCHOOLS PAID
BY CAPITATION—continued.

PROVINCE AND COUNTY.	District.	Roll No.	School.	Religious Order of Community.	Average No. of Pupils on Rolls for year ending 31st Dec., 1909.	Average daily attendance for year ended 31st Dec., 1909.
MUNSTER—con.						
Co. CORK—con.	59	7651	Glennakilly, . . . f.	Sisters of Mercy, . .	312	219
"	"	8430	Skibberden, . . . f.	do., . . .	351	235
"	"	13661	St. Mary's, . . . f.	Sisters of Charity, . .	207	184
"	"	13662	Do., . . . i.	do., . . .	189	134
"	"	14913	Roscarbery, . . . f.	Sisters of Mercy, . .	223	209
"	60	4572	Kinsale, . . . f.	do., . . .	661	415
"	"	5257	Bandon, . . . f.	Presentation, . . .	459	293
"	"	5940	Blackrock, . . . f.	Ursuline, . . .	111	74
"	"	6153	St. Finbar's, . . . f.	Presentation, . . .	1,156	749
"	"	12218	Clarence-street, . . i.	do., . . .	632	444
"	"	13696	St. Vincent's, . . . f.	Sisters of Charity, . .	1,311	876
"	"	14000	St. Joseph's, . . . f.	Sisters of Mercy, . .	1,269	837
"	"	14105	Clarence-street, . . f.	Presentation, . . .	535	303
"	"	14394	St. Finbar's, . . . m.i.	do., . . .	263	192
"	60A	14299	St. Mary's, Passage West, . . . f.	Sisters of Mercy, . .	315	216
Total, . . .					13,481	8,390
Co. KERRY,						
"	39	4062	Listowel, . . . f.	Presentation, . . .	497	341
"	"	11849	Lixnaw, . . . f.	do., . . .	125	84
"	"	15335	Do., . . . inf.	do., . . .	80	51
"	"	12223	Ballyhunion, . . . f.	Sisters of Mercy, . .	164	117
"	54	1859	Milltown, . . . f.	Presentation, . . .	141	95
"	"	15330	Moyderwell, . . . f.	Sisters of Mercy, . .	575	343
"	"	13615	Trillick (2), . . . f.	do., . . .	286	187
"	"	14952	Castleisland, . . . f.	Presentation, . . .	467	295
"	57	10050	St. Gertrude's, . . . f.	Loreto, . . .	89	6
Total, . . .					2,289	1,511
Co. LIMERICK,						
"	39	7439	Abbeyfeale, . . . f.	Sisters of Mercy, . .	232	157
"	46	15127	Cappamore, . . . f.	do., . . .	182	122
"	"	13998	Hospital, . . . f.	Presentation, . . .	354	20
"	"	14625	Doon, . . . f.	Sisters of Mercy, . .	234	158
"	51	7370	SS. Mary and Munchin's, f.	do., . . .	743	538
"	"	5143	Pery-square, . . . f.	do., . . .	201	122
"	"	5547	Sexton-street, . . . f.	Presentation, . . .	561	406
"	"	6995	St. John's-square, . . f.	Sisters of Mercy, . .	682	402
"	"	9296	Adare, . . . f.	do., . . .	114	81
"	"	10634	Mt. St. Vincent, . . . f.	do., . . .	266	150
"	"	11197	Beuff, . . . f.	Faithful Companions of Jesus, . . .	212	155
"	"	12718	St. Vincent de Paul, i.	Sisters of Mercy, . .	410	295
"	"	13400	St. Mary's, . . . m. f.	do., . . .	260	180
"	"	14189	St. John's-square, m. i.	do., . . .	233	170
"	"	14506	Sexton-street, . . . f. i.	Presentation, . . .	400	269
"	52	6032	St. Catherine's, . . . f.	Sisters of Mercy, . .	230	168
"	"	6569	St. Anne's, . . . f.	do., . . .	254	164
"	"	12975	St. Joseph's, . . . f.	do., . . .	210	143
"	"	14555	Do., . . . f.	do., . . .	168	100
Total, . . .					5,651	4,012

(a)—TWO HUNDRED AND NINETY-TWO CONVENT NATIONAL SCHOOLS PAID BY CAPITATION—continued.

Appendix.
Section II,
D.Convent
Schools.

Province and County.	Diocesan.	Roll No.	School.	Religious Order of Community.	Average No. of Pupils on Roll for year ended 31st Dec., 1901.	Average daily attendance for year ended 31st Dec., 1901.
WATERFORD.						
Tipperary,	36	2133	Airhill,	f. Sacred Heart,	263	207
Tipperary,	36	7392	Nenagh,	f. Sisters of Mercy,	585	389
Tipperary,	36	18371	Boorisokane,	f. do.,	207	156
Tipperary,	43	3406	Boorisokane,	f. do.,	102	70
Tipperary,	43	4063	Thurles,	f. Presentation,	570	330
Tipperary,	43	9407	Templemore,	f. Sisters of Mercy,	184	135
Tipperary,	43	15334	Ballingarry,	f. Presentation,	184	116
Tipperary,	46	9432	Tipperary,	f. Sisters of Mercy,	450	285
Tipperary,	53	581	Cashel,	f. Presentation,	335	230
Tipperary,	53	4133	Clagheen,	f. Sisters of Mercy,	99	68
Tipperary,	53	7232	Drangan,	f. do.,	131	98
Tipperary,	53	8905	Fethard,	f. Presentation,	248	178
Tipperary,	53	10130	Cahir,	f. Sisters of Mercy,	340	247
Tipperary,	53	10437	Ballyporeen,	f. do.,	148	100
Tipperary,	53	11872	Carrick-on-Suir,	f. Presentation,	535	465
Tipperary,	53	12349	Merton-street,	f. Sisters of Charity,	715	487
Tipperary,	53	13167	St. Joseph's (Carrick-on-Suir),	f. Sisters of Mercy,	203	152
Tipperary,	53	13186	Clagheen,	f. do.,	82	56
Tipperary,	53	18404	New Inn,	f. do.,	122	83
Tipperary,	53	12180	Clonmel,	f. Presentation,	311	213
Total,					5,864	4,125
WATERFORD.						
Waterford,	48	3228	Cappoquin,	f. Sisters of Mercy,	96	72
Waterford,	48	5095	Ardmore,	f. do.,	88	67
Waterford,	48	12911	Lismore,	f. Presentation,	244	185
Waterford,	48	14627	Cappoquin,	f. Sisters of Mercy,	126	107
Waterford,	48	11556	Kilnashomas,	f. do.,	99	74
Waterford,	48	11944	Waterford,	f. Presentation,	478	354
Waterford,	48	12067	Ferrybank,	f. Sacred Heart,	165	110
Waterford,	48	12087	Dungarvan (2),	f. Presentation,	286	202
Waterford,	48	12334	Star of the Sea,	f. Sisters of Charity,	207	158
Waterford,	48	12403	St. Joseph's,	f. do.,	311	237
Waterford,	48	12522	Portlaoise,	f. Sisters of Mercy,	253	169
Waterford,	48	12533	St. John's (2),	f. Ursuline,	331	240
Waterford,	48	12578	Dunmore, East,	f. Sisters of Mercy,	130	99
Waterford,	48	13020	Stradally,	f. do.,	138	95
Waterford,	48	14538	St. Ottem's,	f. do.,	377	244
Waterford,	48	15235	St. Alphonsus,	f. St. John of God,	158	124
Total,					3,967	2,837
WATERFORD.						
Waterford,	44	18245	Carlow,	f. Presentation,	478	367
Waterford,	44	10010	Do.,	f. Sisters of Mercy,	190	137
Waterford,	44	12507	Tullow,	f. Beigidine,	311	214
Waterford,	47	1926	Bagnalstown,	f. Presentation,	478	298
Total,					1,457	1,014
WATERFORD.						
Waterford,	30	1149	King's Inns-st.,	f. Sisters of Charity,	1,316	1,014
Waterford,	30	5933	George's-hill,	f. Presentation,	644	425
Waterford,	30	9932	Stauhope-street,	f. Sisters of Charity,	837	594
Waterford,	30	11033	Baldyle,	f. do.,	193	124
Waterford,	30	12408	Cahn,	f. Dominicans,	133	99
Waterford,	30	12148	Gardiner-street,	f. Sisters of Charity,	1,316	1,115
Waterford,	30	13887	Mount Sackville,	f. St. Joseph's,	110	75
Waterford,	30	14515	East Wall,	f. Sisters of Charity,	344	279

Appendix.

Section II.

D.

Convent Schools.

(a).—TWO HUNDRED AND NINETY-TWO CONVENT NATIONAL SCHOOLS PAID BY CAPITATION—continued.

Province and County.	District.	Roll No.	School.	Religious Order of Community.	Average No. of Pupils in Schools for year ended Dec. 31st, 1900.	Average Daily Attendance for year ended Dec. 31st, 1900.
LEINSTER—con.						
Co. DUBLIN—con.	30	15006	St. Vincent's,	f. Sisters of Charity,	1,069	746
"	"	15321	Do,	f. do.,	719	532
"	30a	743	St. James's (1),	f. do.,	997	535
"	"	2018	Baggot-street,	f. Sisters of Mercy,	1,515	947
"	"	12447	Lucan,	f. Presentation,	243	179
"	37	7082	Leeson-lane,	f. Loreto,	632	491
"	"	7546	Golden Bridge,	f. Sisters of Mercy,	533	553
"	"	7853	Clonsilla,	f. Presentation,	237	168
"	"	11064	Weaver's-square,	f. Sisters of Mercy,	1,221	772
"	"	12471	Our Lady's Mount,	f. Sisters of Charity,	599	332
"	"	13611	Warrenmount,	f. Presentation,	842	534
"	40	1365	Boonstown,	f. Sisters of Mercy,	224	154
"	"	5606	Kingsdown,	f. Dominicans,	1,013	735
"	"	11832	Mount Anville,	f. Sacred Heart,	123	99
"	"	11894	Snaymount,	f. Sisters of Charity,	325	229
"	"	12508	St. Anne's,	f. do.,	174	120
"	"	14395	Blackrock,	f. Sisters of Mercy,	511	375
"	40a	729	Loreto,	f. Loreto,	125	115
"	"	7182	Dulkey,	f. do.,	248	115
"	"	11569	Townsend-street,	f. Sisters of Mercy,	936	542
"	"	12612	St. Joseph's, Taremore,	f. Presentation,	417	251
"	"	15409	Harold,	f. Sisters of Mercy,	365	241
Total,					18,253	12,701
Co. KILDARE,	37	779	Maynooth,	f. Presentation,	225	165
"	"	1151	Clane,	f. do.,	189	72
"	"	15040	Nuas,	f. Sisters of Mercy,	283	265
"	"	11975	Kilcock,	f. Presentation,	145	12
"	41	762	Monasterevan,	f. Sisters of Mercy,	123	92
"	"	13782	Do,	f. do.,	42	32
"	44	771	Kildare,	f. Presentation,	356	507
"	"	2105	Newbridge,	f. Immaculate Conception,	249	85
"	"	11745	Great Connell,	f. do.,	149	109
"	"	11806	Kilcullen,	f. Cross and Passion,	143	105
"	"	13373	St. Michael's (Athy),	f. Sisters of Mercy,	473	295
Total,					2,330	1,705
Co. KILKENNY,	47	2181	Thomastown,	f. Sisters of Mercy,	108	7
"	"	9134	Gorebridge,	f. Bridgeline,	146	16
"	"	10478	St. Patrick's,	f. St. John of God,	335	23
"	"	10835	Castlecomer,	f. Presentation,	290	26
"	"	11175	Thomastown,	f. Sisters of Mercy,	160	13
"	"	13675	Callan Lodge,	f. do.,	267	10
"	"	13695	Kilkenny,	f. Presentation,	671	479
"	49	5437	Mooneen,	f. do.,	148	30
Total,					2,153	1,435
Kino's Co.,	36	3220	Birr,	f. Sisters of Mercy,	212	229
"	"	5913	Frankford,	f. do.,	504	155
"	"	13303	St. Rynagh's (Banagher),	f. Sacred Heart,	122	49
"	41	923	Kilina,	f. Presentation,	161	10
"	"	2080	Tullamore,	f. Sisters of Mercy,	617	427
"	"	7471	Portlanning,	f. Presentation,	338	221
"	"	13118	Clara,	f. Sisters of Mercy,	228	121
Total,					2,635	1,468

(a) TWO HUNDRED AND NINETY-TWO CONVENT NATIONAL SCHOOLS PAID BY CAPITATION—continued.

Appendix.
Section II,
D.
Convent
Schools.

DISTRICT AND COUNTY.	District.	Roll No.	School.	Religious Order of Community.	Average No. of Pupils on Rolls for year ended 31st Dec., 1911.	Average Daily Attendance for year ended 31st Dec., 1911.
WEXFORD—con.						
St. LEONARD, .	28	12942	St. Joseph's, . . . f.	Sisters of Mercy, . . .	432	303
"	"	13846	Grannah, . . . f.	do., . . .	169	113
"	33	3865	Ballymahon, . . . f.	do., . . .	154	115
Total, .					755	531
Co. LOUTH.						
"	25	851	Drogheda, . . . f.	Presentation, . . .	597	450
"	"	5387	Dundalk (2), . . . f.	Sisters of Mercy, . . .	810	574
"	"	8445	Ardee (2), . . . f.	do., . . .	179	114
"	"	10475	St. Vincent's, junr. boys',	Sisters of Charity, . . .	276	212
"	"	14651	Castletown Road, . . f.	Sisters of Mercy, . . .	311	210
"	"	3052	St. Mary's, . . . f.	do., . . .	337	229
Total, .					2,510	1,789
Co. MEATH.						
"	29	385	Navan (1), . . . f.	Loreto, . . .	363	208
"	"	7472	Do. (2), . . . f.	Sisters of Mercy, . . .	544	395
"	"	10913	Trim, . . . f.	do., . . .	253	155
"	"	12068	Kells, . . . f.	do., . . .	473	333
Total, .					1,558	1,101
Queen's Co.,						
"	41	1556	Ballyroan, . . . f.	Brigidine, . . .	86	57
"	"	7183	Mountmellick, . . . f.	Presentation, . . .	273	213
"	"	7442	Barris-in-Ousey, . . f.	Sisters of Mercy, . . .	166	111
"	"	13513	Coote-street, . . . f.	Brigidine, . . .	156	101
"	"	12386	Maryborough, . . . f.	Presentation, . . .	493	335
"	"	12613	Abbeyleix, . . . f.	Brigidine, . . .	262	173
"	44	13937	Sradhally, . . . f.	Presentation, . . .	197	155
Total, .					1,615	1,135
Co. WESTMEATH.						
"	33	934	Mullingar, . . . f.	Presentation, . . .	482	333
"	"	8682	Moate, . . . f.	Sisters of Mercy, . . .	227	144
"	"	14603	Reichford Bridge, . . f.	do., . . .	141	87
"	35	7722	St. Peter's, . . . f.	do., . . .	287	202
"	"	13417	St. Mary's, . . . f.	Sacred Heart, . . .	215	162
"	41	14401	Kilbeggna, . . . f.	Sisters of Mercy, . . .	241	180
Total, .					1,693	1,198
Co. WICK.						
St. WILFRED, .	49	967	New Ross (1), . . . f.	Carmelite, . . .	393	257
"	"	8570	Duncannon, . . . f.	St. Louis, . . .	71	58
"	"	10622	Ramgrange, . . . f.	do., . . .	63	40
"	"	14644	St. Joseph's, . . . f.	Sisters of Mercy, . . .	532	236
"	"	14755	Ballyhack, . . . f.	St. Louis, . . .	39	68
"	50	569	Wexford, . . . f.	Presentation, . . .	751	515
"	"	3634	Newtownsharry, . . f.	Faithful Companions of Jesus, . . .	114	86
"	"	3824	Gorey, . . . f.	Loreto, . . .	210	157

Appendix.
Section II.
D.
Convent
Schools.

(a.)—TWO HUNDRED AND NINETY-TWO CONVENT NATIONAL SCHOOLS PAID
BY CAPITATION—continued.

Province and County.	District.	Roll No.	School.	Religious Order of Community.	Average No. of Pupils on Roll for Year ended Dec. 31st, 1900.	Average No. of Pupils on Roll for Year ended Dec. 31st, 1901.
LEINSTER—cont.						
Co. WEXFORD—cont.	50	6058	Presentation Convent, Ennisceorthy, . . . f.	Presentation, . . .	468	284
"	"	6084	Kilbuck, . . . f.	St. John of God, . . .	52	80
"	"	6221	Templeshannon, . . . f.	Sisters of Mercy, . . .	305	299
"	"	11361	Paythe, . . . f.	St. John of God, . . .	400	304
"	"	11366	Summerhill, . . . f.	Sisters of Mercy, . . .	157	118
"	"	12966	St. Mary's, George's-st., . . .	do. . .	461	353
Total, . . .					2,968	2,247
Co. Wicklow, . . .	40	7246	Rarewell, . . . f.	Sisters of Charity, . . .	374	312
"	"	10162	St. Michael's, . . . f.	Sisters of Mercy, . . .	126	51
"	"	10418	Wicklow, . . . f.	Dominican, . . .	256	185
"	"	13932	Arklow, . . . f.	Sisters of Mercy, . . .	366	269
"	"	14934	St. Patrick's (Bray), . . . f.	Loreto, . . .	319	270
"	44	14653	Baltinglass, . . . f.	Presentation, . . .	187	137
Total, . . .					1,708	1,303
CONNAUGHT.						
Co. GALWAY, . . .	32	12234	Tam (1), . . . f.	Presentation, . . .	278	199
"	"	12250	Do. (2), . . . f.	Sisters of Mercy, . . .	304	222
"	34	1013	Rahoon, . . . f.	Presentation, . . .	452	373
"	"	4515	Newtownsmith, . . . f.	Sisters of Mercy, . . .	596	302
"	"	12243	Carna, . . . f.	do., . . .	73	41
"	"	13130	Clifton, . . . f.	do., . . .	163	101
"	"	13439	Oughnacard, . . . f.	do., . . .	269	170
"	34A	12161	Clonsilla, . . . f.	Sisters of Charity, . . .	121	69
"	"	13365	Oranmore, . . . f.	Presentation, . . .	180	88
"	35	1518	Woodford, . . . f.	Sisters of Mercy, . . .	154	109
"	"	6632	St. Vincent's, . . . f.	do., . . .	346	221
"	"	6839	Ballinasloe, . . . f.	do., . . .	448	212
"	"	12731	Eyrecoourt, . . . f.	do., . . .	131	87
"	"	14169	St. Joseph's, . . . f.	do., . . .	196	138
"	42	11787	Kinvara, . . . f.	do., . . .	166	11
"	"	13208	Gort, . . . f.	do., . . .	314	22
Total, . . .					4,326	2,706
Co. LEITRIM, . . .	26	13770	Mohill, . . . f.	Sisters of Mercy, . . .	222	16
"	31	2621	Ballinamore, . . . i.	do., . . .	99	6
"	"	12940	Car.-on-Shannon, . . . f.	Marist, . . .	266	26
"	"	13614	Ballinamore, . . . f.	Sisters of Mercy, . . .	70	4
Total, . . .					664	46
Co. MAYO, . . .	20	14176	St. John's (Foxford), . . . f.	Sisters of Charity, . . .	71	37
"	"	14345	Do., . . . f.	do., . . .	117	42
"	21	7713	Swineford, . . . f.	Sisters of Mercy, . . .	272	161
"	"	15028	St. Aidan's (Kiltimagh), . . . i.	St. Louis, . . .	137	87
"	28	12255	St. Patrick's, . . . f.	Sisters of Mercy, . . .	482	304
"	"	13517	St. Joseph's, . . . f.	do., . . .	198	139
"	"	14410	St. Angela's, . . . f.	do., . . .	362	240
"	32	12238	Mt. St. Michael's, . . . f.	do., . . .	336	211
"	"	13502	Ballinrobe, . . . f.	do., . . .	344	186
"	"	15375	St. Joseph's, . . . f.	do., . . .	236	223
Total, . . .					2,685	1,603

(a)—TWO HUNDRED AND NINETY-TWO CONVENT NATIONAL SCHOOLS PAID BY CAPITATION—continued.

Appendix.
Section II.
D.
Convent
Schools.

Province and County.	District.	School No.	School.	Religious Order of Community.	Average No. of Pupils on Rolls for year ended 31st Dec., 1902.	Average daily Attendance for year ended 31st Dec., 1902.
OFFSAUGHT— con.	21	18302	St. Francis Xavier's, f.	Sisters of Charity,	261	170
		22	Abbeytown, . . . f.	Sisters of Mercy, .	268	202
		27	Strakestown, . . . f.	do., . . .	223	158
		7238	Roscommon, . . . f.	do., . . .	384	297
		15129	Abbeystown, . . . f.	do., . . .	203	146
		15198	St. Anne's, . . . f.	do., . . .	309	252
		12754	St. Joseph's, Summerhill, f.	do., . . .	149	111
				Total, . . .	1,817	1,336
Co. Sligo,	12	18240	St. Patrick's, . . . f.	Sisters of Mercy, .	479	331
		14346	Do., . . . m.f.	do., . . .	185	145
		18374	St. Vincent's, . . . f.	Ursuline, . . .	192	138
		11837	Banada, . . . f.	Sisters of Charity,	113	74
		2996	Tubbercurry, . . . f.	Marist, . . .	96	69
		11460	Do., . . . f.	do., . . .	159	110
				Total, . . .	1,202	917

SUMMARY OF CONVENT SCHOOLS PAID BY CAPITATION.

No. of Schools.	County.	Average No. of Pupils on Rolls for year ended 31st Dec., 1902.	Average daily Attendance for year ended 31st Dec., 1902.	No. of Schools.	County.	Average No. of Pupils on Rolls for year ended 31st Dec., 1902.	Average daily Attendance for year ended 31st Dec., 1902.
7	Astoria, . . .	2,151	1,540	3	Longford, . . .	755	531
5	Armagh, . . .	1,430	1,038	6	Louth, . . .	2,510	1,789
4	Carna, . . .	777	511	4	Meath, . . .	1,558	1,101
8	Donegal, . . .	732	490	7	Queen's, . . .	1,615	1,133
3	Down, . . .	2,494	1,794	6	Westmeath, . . .	1,693	1,198
—	Fernsagh, . . .	—	—	14	Wexford, . . .	3,906	2,747
7	Leedsderry, . . .	1,646	1,305	6	Wicklow, . . .	1,763	1,155
—	Meaghan, . . .	—	—				
4	Tyrone, . . .	1,222	872	106	Total for Leinster, .	40,018	27,980
48	Total for Ulster, .	10,452	7,550	16	Galway, . . .	4,336	2,296
6	Clara, . . .	1,913	1,347	4	Leitrim, . . .	644	464
22	Cork, . . .	13,481	9,190	10	Mayo, . . .	2,695	1,686
9	Kerry, . . .	2,369	1,614	7	Roscommon, . . .	1,517	1,136
20	Limerick, . . .	5,891	4,183	6	Sligo, . . .	1,202	917
50	Tipperary, . . .	5,864	4,125	43	Total for Connaught, .	10,694	7,299
16	Waterford, . . .	3,987	2,637				
102	Total for Munster, .	33,525	23,296	41	Schools in Ulster, .	10,452	7,550
4	Callow, . . .	1,457	1,014	102	" Munster, . . .	33,525	23,296
26	Dublin, . . .	10,234	12,701	106	" Leinster, . . .	40,018	27,980
18	Kildare, . . .	2,309	1,706	43	" Connaught, . . .	10,694	7,299
11	Kilkenny, . . .	2,153	1,483	292	Grass Total of Convent Capitation Cases, .	94,639	66,125
7	King's, . . .	2,035	1,418				

Appendix.

Section II,
D.Convent
Schools.(b.)—TWENTY-NINE CONVENT NATIONAL SCHOOLS PAID BY
CONSOLIDATED SALARIES, &c.

Province and County.	District.	Roll No.	School.	Religious Order of Community.	Average No. of Pupils on Roll for year ended 31st Dec., 1901.	Average Daily Attendance for year ended 31st Dec., 1901.
ULSTER.						
Co. ARMAGH,	11	15310	Portadown, . . . f.	Presentation, . . .	213	255
"	18	11752	Middletown (2), . . f.	St. Louis, . . .	89	73
"	-	15372	Do., . . . i.	do., . . .	62	54
Total, . . .					364	282
Co. DONEGAL,	5	14531	Bundoran, . . . f.	St. Louis, . . .	160	100
Total, . . .					160	100
Co. FERMANAGH,	13	13401	Enniskillen, . . . f.	Sisters of Mercy, . .	323	312
Total, . . .					323	312
Co. MONAGHAN,	18	359	Monaghan, . . . f.	St. Louis, . . .	142	95
"	-	15402	Do., . . . i.	do., . . .	69	43
"	-	15041	Clones, . . . f.	do., . . .	212	145
"	-	15491	Do., . . . i.	do., . . .	158	104
"	24	15329	Carrickmacross, . . f.	do., . . .	289	235
Total, . . .					870	583
MUNSTER.						
Co. CORK,	53	13762	Castletown, . . . f.	Sisters of Mercy, . .	169	117
"	60	13910	Crosshaven, . . . f.	Presentation, . . .	210	140
Total, . . .					379	257
Co. KERRY,	54	538	Dingle, . . . f.	Presentation, . . .	443	342
"	-	545	Trillick, . . . f.	do., . . .	671	467
"	-	15332	St. Joseph's, . . . i.	do., . . .	91	69
"	55	13742	Rathmore, . . . f.	do., . . .	207	149
"	57	13951	Kilharney, . . . f.	do., . . .	146	93
"	-	13331	Do. (2), . . . f.	Sisters of Mercy, . .	154	109
"	-	13542	Caheriveen, . . . f.	Presentation, . . .	256	214
"	-	15387	Kilharney, . . . i.	do., . . .	161	133
"	-	15473	Do. (3), . . . f.	Sisters of Mercy, . .	251	173
"	58	8320	Kennare, . . . f.	Poor Clares, . . .	266	214
Total, . . .					2,734	1,832
Co. WATERFORD,	48	1289	Tallow, . . . f.	Carmelite, . . .	131	87
"	49	11461	Dungavon, . . . f.	Sisters of Mercy, . .	155	123
"	-	13473	Do., . . . i.	do., . . .	135	104
Total, . . .					421	314

(b.)—TWENTY-NINE CONVENT NATIONAL SCHOOLS PAID BY
CONSOLIDATED SALARIES, &c.—*continued.*

Appendix.
Section II.
D.

Convent
Schools.

PROVINCE AND COUNTY.	District.	Roll No.	School.	Religious Order of Community.	Average No. of Pupils on Rolls for year ended 31st Dec., 1901.	Average Daily Attendance for year ended 31st Dec., 1901.	
LEINSTER.							
Co. DUBLIN, .	41	11336	Rathangan, . . . f.	Sisters of Mercy, . .	197	145	
				Total, . .	197	145	
Co. LONDONDERRY, .	23	8546	Newtownforbes, . . f.	Sisters of Mercy, . .	97	63	
				Total, . .	97	63	
CONNAUGHT.							
Co. MAYO, .	20	5215	Ballina, . . . f.	Sisters of Mercy, . .	193	107	
"	-	12961	Do., . . . i.	do., . . .	267	139	
				Total, . .	460	246	
			Total of Convent Schools paid by Consolidated Salaries, &c. }	29	Gross Total, . .	6,967	4,228

(c.)—THREE MONASTERY NATIONAL SCHOOLS PAID BY CAPITATION.

Monastery
Schools.

PROVINCE AND COUNTY.	District.	Roll No.	School.	Religious Order of Community.	Average No. of Pupils on Rolls for year ended 31st Dec., 1902.	Average Daily Attendance for year ended 31st Dec., 1902.	
MUNSTER.							
Co. CORK,	60	5009	Gt. George's-street,	m. Presentation,	470	284	
"	"	5999	Douglas-street,	m. Do.,	638	398	
				Total, . .	1,108	682	
Co. KERRY	54	3635	Milltown,	m. Presentation,	144	95	
				Total, . .	144	95	
			Total of Monas- tery Capita- tion Schools. }	3	Gross Total, . .	1,249	777

Appendix,
Section II.
D.

(d).—FORTY-NINE MONASTERY NATIONAL SCHOOLS PAID BY CONSOLIDATED SALARIES &c.

Province and County.	District.	Roll No.	School.	Religious Order of Community.	Average No. of Pupils on Roll for Year ended 31st Decr., 1905.	Average Daily Attendance for year ended 31st Decr., 1905.
ULSTER.						
Co. ANTRIM,	8	15242	St. Gall's Monastery (1),	Brothers of the Christian		
			m.	Schools,	258	226
		15492	Do. (2),	do.,	79	43
		15655	St. Finian's, . . . m.	do.,	149	67
				Total,	486	336
Co. ARMAUGH,	16	7181	Crossmore Keady, m.	Brothers of the Christian		
				Schools,	122	89
				Total,	122	89
Co. DONEGAL,	1	14628	Letterkenny, . m.	Presentation, . . .	149	100
				Total,	149	100
Co. DOWNS,	17	9428	John-street, . . m.	Brothers of the Christian		
				Schools,	197	71
				Total,	197	71
Co. FERNMAGH,	13	12420	St. Michael's, . m.	Presentation, . . .	167	110
				Total,	167	110
Co. MONAGHAN,	24	366	Currickmacross, . m.	Patrician,	127	85
				Total,	127	85
MUNSTER.						
Co. CORK,	48	1387	St. Joseph's, Cove (1) m.	Presentation, . . .	230	181
		1592	Do. (2), . . . m.	do.,	245	175
		12519	Mallow, . . . m.	Patrician,	368	253
		14784	St. Patrick's (Dunman- way), . . . m.	Brothers of the Christian		
				Schools,	173	129
" "	60	12473	Greenmount, . m.	Presentation, . . .	366	211
		14403	St. John's, Kinsale, m.	do.,	272	220
				Total,	1,074	1,280
Co. KERRY,	57	1793	Killarney, . . . m.	Presentation, . . .	310	211
				Total,	310	211
Co. LIMERICK,	46	6543	Hospital, . . . m.	Brothers of the Christian		
				Schools,	194	140
				Total,	194	140
Co. TIPPERARY,	53	13014	Fethard, . . . m.	Patrician,	171	129
				Total,	171	129
Co. WATERFORD,	49	15022	De La Salle, . m.	Brothers of the Christian		
				Schools,	87	73
		13646	St. Stephen's, . m.	do.,	460	344
				Total,	547	416

(d)—FORTY-NINE MONASTERY NATIONAL SCHOOLS PAID BY
CONSOLIDATED SALARIES, &c.—continued.Appendix.
Section II.,
D.
Monastery
Schools.

DISTRICT AND COUNTY.	District.	Roll No.	School.	Religious Order of Community.	Average No. of Pupils on Rolls for year ended 31st Dec., 1901.	Average Daily Attendance for year ended 31st Dec., 1901.
DUBLIN.						
St. CHARLES, " "	44	681	Tullow, . . . m.	Patrician, . . .	117	69
	47	13195	St. Bridget's, . . m.	Brothers of the Christian Schools, . . .	163	117
				Total, . . .	280	186
St. KILMURCH, " "	44	12747	Kildare, . . . m.	Brothers of the Christian Schools, . . .	176	127
				Total, . . .	176	127
St. KILMURCH, " "	47	13265	St. Patrick's, . . m.	Brothers of the Christian Schools, . . .	107	77
				Total, . . .	107	77
St. LEO'S, " "	36	12370	St. Brendan's, . . m.	Presentation, . . .	340	236
	41	6535	Clara, . . . m.	Franciscan, . . .	236	189
				Total, . . .	626	406
St. LEONARD, " "	25	2004	Ardee, . . . m.	Brothers of the Christian Schools, . . .	162	110
		14641	Castletown Road, . m.	do., . . .	252	173
				Total, . . .	414	283
St. LEONARD, " "	41	918	Castletown, . . . m.	Brothers of the Christian Schools, . . .	69	40
		7636	Coole-street, . . m.	Patrician, . . .	143	97
				Total, . . .	203	137
St. MARY'S, " "	35	12904	St. Mary's, . . . m.	Marist, . . .	131	95
		13756	Do., . . . prep. m.	do., . . .	134	106
				Total, . . .	265	201
St. MARY'S, " "	49	15390	St. Aloysius, . . m.	Brothers of the Christian Schools, . . .	104	65
				Total, . . .	104	65

Appendix.
Section II.
D.
Monastery
Schools.

(d.)—FORTY-NINE MONASTERY NATIONAL SCHOOLS PAID BY
CONSOLIDATED SALARIES, &c.—continued.

PROVINCE AND COUNTY.	District.	Roll No.	School.	Religious Order of Community.	Average No. of Pupils in School for Year ended 31st Dec., 1900.	Average Daily Salaries for per sonnel for year ended 31st Dec., 1900.
CONNAUGHT.						
Co. GALWAY, .	27	12423	Kilkerria, . . . m.	Franciscan, . . .	113	67
" . . .	32	12520	Curry, . . . m.	do., . . .	30	64
" . . .	34	1016	Galway, . . . m.	Patrician, . . .	335	547
" . . .	-	15316	Nun's Island, . . m.	do., . . .	133	304
" . . .	34	12763	Carrabeg, . . . m.	Franciscan, . . .	133	67
Total, . . .					823	540
Co. LESTRIM, .	31	14770	St. Mary's (Carrick-on-Shannon), . . m.	Presentation, . .	141	106
Total, . . .					141	106
Co. MAYO, . .	26	13621	Treenahur, . . . m.	Franciscan, . . .	54	54
" . . .	-	12727	Errow, . . . m.	do., . . .	62	37
" . . .	-	13130	Bannacerry, . . m.	do., . . .	47	25
" . . .	-	13347	St. Patrick's, . . m.	Brothers of the Christian Schools, . . .	227	172
" . . .	-	14863	Achill Sound, . .	Franciscan, . . .	80	45
Total, . . .					470	293
Co. ROSCOMMON,	23	15006	St. Joseph's (Boyle), m.	Presentation, . .	208	135
" . . .	27	12594	Highlake, . . . m.	Franciscan, . . .	115	64
" . . .	32	12357	Granlahan, . . . m.	do., . . .	189	79
" . . .	31	13709	St. John's (Ballaghaderreen), . . m.	Brothers of the Christian Schools, . . .	153	111
Total, . . .					665	489
Co. SLIGO, . .	12	14533	Quay-street junior m.	Marist, . . .	275	207
" . . .	-	15034	Do., senior m.	do., . . .	180	144
Total, . . .					455	351
Total of Monastery Schools paid by Consolidated Salaries, &c. } 49					Gross Total, . .	3,764 6,110

(c) SUMMARY ACCORDING TO RELIGIOUS ORDERS—CONVENT NATIONAL SCHOOLS.

Appendix.
Section II.
D.
Summary
of Convent
and
Monastery
Schools.

Religious Order.	Schools paid by Capitation.	Schools paid by Consolidated Salaries, &c.	Total.
Sisters of Mercy,	155	10	165
Presentation,	55	9	64
Sisters of Charity,	25	-	25
Loreto,	9	-	9
Sacred Heart,	7	-	7
St. Louis,	4	8	12
Poor Clares,	4	1	5
Brigidine,	5	-	5
Dominican,	4	-	4
Immaculate Conception,	4	-	4
St. John of God,	4	-	4
Ursuline,	3	-	3
Caroline,	1	1	2
Religious Companions of Jesus,	2	-	2
Order and Passion,	2	-	2
St. Joseph,	1	-	1
Marist,	3	-	3
Poor Servants of the Mother of God and the Poor,	1	-	1
Sisters of Nazareth,	3	-	3
Total Convent National Schools,	292	29	321

MONASTERY NATIONAL SCHOOLS.

Brothers of the Christian Schools,	-	18	18
Presentation,	3	10	13
Franciscan,	-	10	10
Patrician,	-	7	7
Marist,	-	4	4
Total Monastery National Schools,	3	49	52
GROSS TOTAL—Convent and Monastery National Schools,	295	78	373

(f.)—GENERAL SUMMARY—SCHOOLS AND ATTENDANCE.

	PAID BY CAPITATION.			PAID BY CONSOLIDATED SALARIES, &c.			TOTAL.		
	No. of Schools.	Average No. of Pupils on Rolls for year ended 31st Dec., 1902.	Average Daily Attendance for year ended 31st Dec., 1902.	No. of Schools.	Average No. of Pupils on Rolls for year ended 31st Dec., 1902.	Average Daily Attendance for year ended 31st Dec., 1902.	No. of Schools.	Average No. of Pupils on Rolls for year ended 31st Dec., 1902.	Average Daily Attendance for year ended 31st Dec., 1902.
Convents,	292	94,609	66,125	29	6,067	4,228	321	100,756	70,353
Monasteries,	3	1,249	777	49	8,764	6,110	52	10,013	6,887
Total	295	95,858	66,902	78	14,831	10,338	373	110,769	77,240

Appendix. II. (a).—LIST of ONE HUNDRED and FORTY-EIGHT WORKHOUSE SCHOOLS in connexion on 31st December, 1902, with the Average Number of Pupils on Rolls, and the Average Daily Attendance of Pupils for the year ended 31st December, 1902.

Section II.
D.
Workhouse
Schools.

District	Roll No.	County and School.	Average No. of Pupils on Rolls for year ended 31st Dec., 1902.	Average Daily Attendance	District	Roll No.	County and School.	Average No. of Pupils on Rolls for year ended 31st Dec., 1902.	Average Daily Attendance	
		ANTRIM.					LONDONDERRY.			
3	3600	Ballymoney, . .	21	20						
4	3632	Ballycastle, . .	20	17	2	3681	Londonderry, . .	13	20	
-	3643	Ballymena, . .	31	28	2a	9567	Lisnavea, . .	20	24	
8	8781	Lisburn, . .	28	22	3	3381	Coleraine, . .	7	4	
2a	3653	Larne, . .	4	4	7	10525	Magherafelt, . .	27	24	
-	6314	Antrim, . .	24	22						
9	3048	Belfast, . .	346	214			Total, . .	67	54	
		Total, . .	474	327						
		ARMAGH.					MONAGHAN.			
11	11300	Lurgan, . .	38	27	18	3388	Monaghan, . .	11	8	
19	10280	Newry, . .	21	17	-	7812	Clones, . .	35	21	
		Total, . .	59	44	24	7884	Castledown, . .	16	12	
						3668	Currymacross, . .	13	10	
							Total, . .	75	56	
		CAVAN.					TYRONE.			
23	3420	Cavan, . .	18	16						
24	3447	Bailieborough, . .	10	8						
-	3644	Cooteshill, . .	6	6	6	3039	Castlederg, . .	6	6	
31	6919	Bawnboy, . .	8	7			Total, . .	6	6	
		Total, . .	42	37						
		DONEGAL.					CLARE.			
1	4982	Milford, . .	20	19						
-	4975	Letterkenny, . .	7	7	42	3466	Searif, . .	9	8	
-	7714	Glenties, . .	7	5	-	3534	Ennistymon, . .	25	19	
2	3963	Innishowen, . .	14	11	-	6130	Tulla, . .	13	12	
5	4813	Donegal, . .	3	1	-	6359	Ballyvaughan, . .	15	14	
-	4339	Ballyshannon, . .	15	14	-	6585	Corofin, . .	17	15	
6	13754	Stranoclar, . .	9	8	-	3288	Ennis, . .	107	80	
		Total, . .	75	65	45	3489	Kilrush, . .	35	32	
					-	6224	Killadysert, . .	18	15	
							Total, . .	240	206	
		DOWNS.					CORK.			
10	3350	Newtownards, . .	20	16						
11	3068	Banbridge, . .	14	10						
17	10870	Downpatrick, . .	10	9						
19	11820	Kilkeel, . .	8	6						
		Total, . .	50	41	48	3167	Midleton, . .	44	35	
					-	6121	Youghal, . .	17	16	
					55	3923	Kantark, . .	36	26	
		FERMANAGH.				-	4896	Macroon, . .	18	15
13	16785	Kesh, . .	26	19	-	6012	Millstreet, . .	29	19	
-	11366	Lisnakea, . .	9	7	56	3242	Ferry, . .	16	14	
14	11494	Irristown, . .	7	5	-	3651	Mallow, . .	14	12	
		Total, . .	42	31	58	6216	Mitchelstown, . .	27	25	
					-	4411	Beary, . .	13	12	
						3993	Castletown, . .	10	9	

WORKHOUSE SCHOOLS—continued.

Appendix.

Section II.
D.
Workhouse
Schools.

Roll No.	County and School.	Average No. of Pupils on Rolls for year ended 31st Dec., 1900.	Average Daily Attendance	Dist.	R-N No.	County and School.	Average No. of Pupils on Rolls for year ended 31st Dec., 1900.	Average Daily Attendance	
CORK—continued.						CARLOW.			
38	6140	Schall,	10	9	44	11154	Carlow,	31	25
39	3417	Schiberson,	36	34					
-	3468	Dunmanway,	7	5			Total,	31	25
-	3448	Clewskilly,	31	28					
60	3545	Cork,	205	201					
-	4925	Kinsale,	14	13					
-	5123	Bandon,	10	17					
	Total,	619	495	30	3144	Balrothery,	19	15	
				40	7187	Dublin, North,	472	436	
					3263	Rathdown,	27	18	
						Total,	518	469	
KERRY.						DUBLIN.			
39	4324	Lislowel,	18	16					
51	3850	Trillick,	47	34					
-	5324	Dingle,	21	16					
57	4320	Killarney,	25	20	37	3155	Nuas,	30	16
-	4896	Cobiscroven,	16	11	-	8534	Celbridge,	7	6
60	6070	Keemore,	8	7	44	3362	Athy,	25	18
	Total,	135	104				Total,	52	40
LIMERICK.						KILDARE.			
41	3666	Kilmallock,	32	24	48	6825	Uelingford,	14	12
51	5063	Limerick,	95	74	47	6247	Castlesomer,	20	19
60	3049	Newcastle,	12	11	-	3378	Callan,	30	28
-	3425	Rathkeale,	12	7	-	3307	Kilkenny,	51	42
-	5013	Croom,	16	9	-	6270	Thomastown,	18	16
	Total,	168	125				Total,	133	117
TIPPERARY.						KING'S.			
38	3414	Resora,	33	26	36	7989	Parsonstown,	29	23
-	3519	Newagh,	48	33	41	3364	Edenderry,	25	21
-	3021	Berrisokane,	3	2	-	3446	Tullamore,	57	50
43	3547	Tonales,	15	12			Total,	111	99
46	3142	Tipperary,	51	46					
53	1303	Carbel,	41	30					
-	3445	Clogheen,	37	35					
-	3516	Carick-on-Suir,	20	19					
-	3238	Cloamuel,	28	25	28	3368	Longford,	14	12
	Total,	276	228	33	3595	Grassard,	28	24	
					6811	Ballymahon,	29	27	
						Total,	71	63	
WATERFORD.						LONGFORD.			
48	3433	Lismore,	16	16					
59	7229	Dangarran,	23	18					
-	3225	Waterford,	128	86	25	3377	Dundalk,	26	16
-	5745	Kilmastomas,	30	26	-	3382	Ardee,	35	27
	Total,	192	146				Total,	61	43

WORKHOUSE SCHOOLS—continued.

Appendix.

Section II,
D.
Workhouse
Schools.

District.	Roll No.	County and School.	Average No. of Pupils on Rolls for year ended 31st Dec., 1902.	Average Daily Attendance.	District.	Roll No.	County and School.	Average No. of Pupils on Rolls for year ended 31st Dec., 1902.	Average Daily Attendance.
		MEATH.					GALWAY—con.		
29	3410	Kells, . . .	5	3	35	3366	Loughrea, . . .	6	4
-	3544	Oldcastle, . . .	Inoperative.	-	-	6568	Mountbellew, . . .	9	8
-	14036	Trim District, m. Do., . . .	71	63	-	6734	Portlanna, . . .	11	10
-	14106	Do., . . .	74	71	42	7019	Ballinasloe, . . .	23	20
		Total, . . .	150	137		3379	Gort, . . .	19	18
							Total, . . .	171	16
		QUEEN'S.					LOUTH.		
41	4315	Mountmellick, . . .	17	16	12	3669	Manorhamilton, . . .	6	5
-	10010	Abbeylara, . . .	17	14	28	3419	Mohill, . . .	18	16
		Total, . . .	34	30	31	3535	Car.-on-Shannon, . . .	19	17
							Total, . . .	43	38
		WESTMEATH.					MAYO.		
33	3650	Mullingar, . . .	16	13	20	3059	Ballina, . . .	17	11
-	6866	Delvin, . . .	23	20	-	8474	Behanuliet, . . .	12	12
35	3274	Athlone, . . .	32	21	-	9221	Killala, . . .	9	9
		Total, . . .	70	54	21	4695	Swinsford, . . .	22	18
					26	4253	Castlebar, . . .	11	9
		WEXFORD.			-	4727	Westport, . . .	19	18
49	3620	New Ross, . . .	61	50	32	5117	Ballinrobe, . . .	23	16
50	3508	Wexford, . . .	30	26	-	6143	Glaremorris, . . .	14	12
-	5674	Ennisicorthy, . . .	57	53			Total, . . .	125	108
-	10954	Gorey, . . .	33	26					
		Total, . . .	181	155					
							ROSCOMMON.		
		WICKLOW.			22	3289	Boyle, . . .	29	2
40	3386	Rathdrum, . . .	19	14	27	3878	Roscommon, . . .	14	9
-	3079	Shillelagh, . . .	11	8	-	4933	Castlerea, . . .	13	9
44	11100	Baltinglass, . . .	13	13	-	6122	Strokestown, . . .	12	11
		Total, . . .	43	35			Total, . . .	62	32
		GALWAY.					SLIGO.		
27	6738	Glenamaddy, . . .	17	13	12	3339	Sligo, . . .	47	29
34	3365	Galway, . . .	62	55	20	6500	Dromore West, . . .	12	11
-	5323	Cliffen, . . .	9	9	21	8219	Tobermurry, . . .	14	14
-	5392	Oughlindard, . . .	5	5			Total, . . .	73	64

SUMMARY OF WORKHOUSE SCHOOLS IN CONNEXION.

Appendix.

Section II.
D.Summary
of Work-
house
Schools.

County.	Average No. of Pupils on Rolls for year ended 31st Dec., 1902.	Average Daily Attend- ance.	No. of Schools.	County.	Average No. of Pupils on Rolls for year ended 31st Dec., 1902.	Average Daily Attend- ance.
Antrim, . . .	474	327	3	King's, . . .	111	99
Armagh, . . .	59	44	3	Longford, . . .	71	63
Cavan, . . .	42	37	2	Louth, . . .	61	43
Down, . . .	75	65	4	Meath, . . .	150	137
Dougal, . . .	50	41	2	Queen's, . . .	34	30
Fermanagh, . . .	42	31	3	Westmeath, . . .	70	54
Londonderry, . . .	67	54	4	Wexford, . . .	181	155
Monaghan, . . .	75	64	5	Wicklow, . . .	43	36
Tyrone, . . .	6	6				
Total for Ulster, .	890	669	36	Total for Leinster, .	1,455	1,268
Clare, . . .	240	203	9	Galway, . . .	171	147
Cork, . . .	619	495	8	Leitrim, . . .	43	39
Kerry, . . .	135	104	8	Mayo, . . .	125	105
Limerick, . . .	168	125	4	Roscommon, . . .	62	52
Lisburn, . . .	276	228	3	Sligo, . . .	73	64
Waterford, . . .	192	146	27	Total for Connaught, .	475	407
Total for Munster, .	1,630	1,301				
			36	Schools in Ulster, .	890	669
Galway, . . .	31	25	49	" in Munster, .	1,630	1,301
Dublin, . . .	516	469	36	" in Leinster, .	1,455	1,268
Edinburgh, . . .	52	40	27	" in Connaught, .	475	407
Kilkeny, . . .	135	117	148	Gross Total, .	4,450	3,645

2. (b).—The number of TEACHERS employed in WORKHOUSE SCHOOLS on the 31st December, 1902, according to the Returns received from the Teachers and Managers, is set forth in the following Table:—

Teachers of
Workhouse
Schools

Masters	Mistresses.	Total.
74	139	213*

*In addition to the above, twenty-seven departments were conducted by nuns, viz., Youghal, Waterford, Kilmacshannon, Clonmel, Tullamore, Celbridge, Cullin, Granard, New Ross, Enniscorthy, Carrick-on-Suir, Thomastown, North Dublin, Enniscorthy, Mohill, Trim, Manor, Drogheda, Dundalk, Ardara, Ballymahon, Fermoy, Bantry, Cork, Castlecomer, Ballyglass, and Balmullick.

Appendix. III.—LIST of ONE HUNDRED AND TWO SCHOOLS situated on Islands in connexion on 31st December, 1902, with Pupils on Rolls on last day of Year, and average daily attendance.

Section II
D.
Schools
situated on
Islands.

County.	Dist.	Roll No.	Name of Island School.	Name of Island on which situated.	Number of Pupils on Roll on last day of Year.	Average Daily Attendance.
Antrim, . . .	4	9372	Rathlu, . . .	Rathlu, . . .	66	35
Donegal, . . .	1	4739	Gola, . . .	Gola, . . .	43	23
Ditto, . . .	-	5164	Tory, . . .	Tory, . . .	61	31
Ditto, . . .	-	5273	Owey, . . .	Owey, . . .	26	27
Ditto, . . .	-	5466	Ratland, . . .	Ratland, . . .	26	13
Ditto, . . .	-	3899	Inishfree, . . .	Inishfree, . . .	43	21
Ditto, . . .	-	6571	Arranmore (1), . . .	Arran, . . .	164	85
Ditto, . . .	-	9794	Inishkeemagh, . . .	Inishkeemagh, . . .	31	20
Ditto, . . .	-	10371	Cruit, . . .	Cruit, . . .	68	45
Ditto, . . .	-	11342	Arranmore (2), . . .	Arran, . . .	96	61
Ditto, . . .	-	13462	Ionismean, . . .	Ionismean, . . .	17	14
Ditto, . . .	-	15003	Innisbofin, . . .	Innisbofin, . . .	42	13
Ditto, . . .	-	15210	Carrickfin, . . .	Carrickfin, . . .	20	13
Ditto, . . .	-	15727	Inishkeemagh, . . .	Inishkeemagh, . . .	35	18
Ditto, . . .	2	9990	Inch, . . .	Inch, . . .	70	30
Ditto, . . .	-	14248	Inishtrahull, . . .	Inishtrahull, . . .	12	8
Dowry, . . .	10	14339	Copeland, . . .	Copeland, . . .	14	8
Fermanagh, . . .	6	8002	Drumaghinahan, . . .	Boa, Lough Erne, . . .	51	30
Ditto, . . .	13	7822	Gubb, . . .	Gubb, . . .	37	18
Ditto, . . .	-	11257	Innisroose, . . .	Innisroose, . . .	29	15
Clare, . . .	42	15479	Islandmore, . . .	Islandmore, . . .	11	8
Ditto, . . .	45	4149	Coney, . . .	Coney, . . .	13	8
Ditto, . . .	-	12018	Low, . . .	Low, . . .	17	10
Ditto, . . .	-	14213	Scattery, . . .	Scattery, . . .	25	16
Cork, . . .	48	3195	Haulbowline, . . .	Haulbowline, . . .	93	71
Ditto, . . .	-	8918	Spice, . . .	Spice, . . .	17	14
Ditto, . . .	53	5868	Long, . . .	Long, . . .	38	20
Ditto, . . .	-	10274	Hare, . . .	Hare, . . .	95	61
Ditto, . . .	-	7452	Laurens Cove, . . .	Boar, . . .	47	45
Ditto, . . .	-	7453	Do, . . .	Do, . . .	51	38
Ditto, . . .	-	7454	Ballinakilla, . . .	Do, . . .	124	106
Ditto, . . .	-	13138	Darvey, . . .	Darvey, . . .	52	4
Ditto, . . .	-	13062	Whiddy, . . .	Whiddy, . . .	55	3
Ditto, . . .	-	15081	Horse, . . .	Horse, . . .	17	2
Ditto, . . .	59	14303	Cape Clear, . . .	Clear, . . .	78	2
Ditto, . . .	-	2281	Reengarogue, . . .	Reengarogue, . . .	44	3
Ditto, . . .	-	14311	Cape Clear, . . .	Clear, . . .	70	3
Ditto, . . .	-	4239	Sherkin, . . .	Sherkin, . . .	36	2
Ditto, . . .	-	14665	Do, . . .	Do, . . .	30	2
Kerry, . . .	54	9337	Blacket, . . .	Blacket, . . .	33	2
Ditto, . . .	57	7887	Knightstown, . . .	Valencia, . . .	61	2
Ditto, . . .	-	7688	Do, . . .	Do, . . .	65	2
Ditto, . . .	-	10721	Carebeg, . . .	Do, . . .	43	2
Ditto, . . .	-	10722	Do, . . .	Do, . . .	30	2
Ditto, . . .	-	10019	Ballyhearnsey, . . .	Do, . . .	62	2
Ditto, . . .	-	10020	Do, . . .	Do, . . .	78	2

II.—List of ONE HUNDRED AND TWO SCHOOLS situated on Islands in connection on 31st December, 1902, with Pupils on Rolls on last day of Year, and average daily attendance—continued.

Appendix.

Section II.
D.Schools
situated on
Islands.

County.	Dist.	Roll No.	Name of Island School.	Name of Island on which situated	Number of Pupils on Roll on last day of Year.	Average Daily Attendance.
May.	29	13927	Inishbelin, . . . m.	Inishbelin,	51	32
May.	29	13928	Do, f.	Do,	63	44
May.	34	14445	Inishcark,	Inishcark,	36	24
May.	34	14532	Outquarter, . . . m.	Arranmore,	52	34
May.	34	14732	Do, f.	Do,	91	61
May.	34	11938	Inishnee,	Inishnee,	58	33
May.	34	12538	Inishmaine, . . . m.	Inishmaine,	49	27
May.	34	12339	Do, f.	Do,	37	30
May.	34	12340	Killeasy,	Arranmore,	82	60
May.	34	12342	Ough,	Do,	89	63
May.	34	12567	Omev,	Omev,	25	10
May.	34	12641	Annaghvane,	Annaghvane,	32	18
May.	34	12642	Inishcark,	Inishcark,	24	17
May.	34	12825	Inishbarr,	Inishbarr,	40	22
May.	34	12854	Inishmacrae,	Inishmacrae, Lough Corrib,	28	17
May.	34	12901	Knock,	Gormna,	52	28
May.	34	13030	Illancragh,	Illancragh,	15	15
May.	34	13146	Myish,	Myish,	67	31
May.	34	13232	Inishcarr, m.	Inishcarr,	67	45
May.	34	13223	Do, f.	Do,	49	36
May.	34	13416	Lettermullen,	Lettermullen,	174	94
May.	34	13526	Tierney, m.	Gormna,	42	27
May.	34	13527	Do, f.	Do,	25	17
May.	34	13528	Drim,	Do,	107	58
May.	34	13609	Lettermore,	Lettermore,	78	40
May.	34	14103	Inishcarr,	Turbot,	27	17
May.	34	13852	Lettercallow,	Lettermore,	29	19
May.	34	14128	Inishlacken,	Inishlacken,	42	26
May.	34	14491	Dynish,	Dynish,	20	13
May.	34	14659	St. Ronan's, m.	Arranmore,	47	32
May.	34	14660	Do, f.	Do,	82	61
May.	34	14724	Trilane,	Gormna,	66	45
May.	34	14746	Moon,	Moon,	16	15
May.	34	14747	Fennish,	Fennish,	33	21
May.	34	15449	Inishtrawar,	Inishtrawar,	22	17
May.	34	11798	Tavin,	Tavin,	24	14
May.	42	11885	Islandeady,	Islandeady,	Inoperative	
May.	30	13204	Iniskea, South,	Iniskea, South,	30	22
May.	26	14565	Do, North,	Do, North,	44	33
May.	26	2207	Slieveemore,	Achill,	63	39
May.	26	2208	Derrens,	Do,	119	65
May.	26	2209	Doona,	Do,	111	62
May.	26	8308	Bannacurry, f.	Do,	31	15
May.	26	8547	Valley,	Do,	50	51
May.	26	9557	Bullamouth,	Do,	61	34
May.	26	10955	Scala,	Do,	81	36
May.	26	13150	Bannacurry Monastery,	Do,	47	28
May.	26	13174	St. Columba's,	Inishcark,	35	18
May.	26	13177	St. Bridget's,	Clare,	39	24
May.	26	13311	St. Patrick's,	Do,	54	52
May.	26	13357	Cullenmore,	Cullenmore,	26	12
May.	26	13400	Doona, m.	Achill,	60	51
May.	26	13410	Do, f.	Do,	105	66
May.	26	13761	Achillbeg,	Achillbeg,	29	21
May.	12	9016	Coney,	Coney,	24	17
May.	12	15230	Inishmurray,	Inishmurray,	19	13
Total,					5,139	3,299

Appendix.

Section II,
D.Industrial
Departments
(under the
Act).IV.—LIST of THIRTY NATIONAL SCHOOLS attended by Pupils of
INDUSTRIAL SCHOOLS, certified under the Act.

Roll No.	District.	County.	School.	Religious Order of Conductors.	Number of Industrial Pupils on Roll in last day of Year.	Number of Industrial Pupils
11752	18	Armagh,	Middletown,	Sisters of St. Leo's,	36	27
369	-	Monaghan,	St. Martha's, Monaghan,	Do.,	47	41
10110	6	Tyrone,	St. Catherine's, Strahane,	Sisters of Mercy,	57	53
7315	45	Clare,	Ennis,	Do.,	46	43
6376	48	Cork,	St. Coleman's, Queenstown,	Do.,	43	42
16039	59	"	Baltimore Fishery,	Lay Teachers,	111	103
14299	60A	"	Passage West, Cork,	Sisters of Mercy,	57	53
13616	54	Kerry,	Pembroke Alma, Tralee,	Do.,	63	59
13381	57	"	St. Joseph's Home, Killarney,	Do.,	59	55
10694	51	Limerick,	St. Vincent's, Limerick,	Do.,	115	108
9407	43	Tipperary,	St. Augustine's, Templemore,	Do.,	57	54
4068	-	"	St. Louis, Thurles,	Presentation Sisters,	55	51
581	53	"	St. Francis, Cashel,	Do.,	34	31
14627	43	Waterford,	Cappoquin,	Sisters of Mercy,	51	48
8348	20	Longford,	Our Lady of Succour, Newtownforbes,	Do.,	61	57
5347	35	Louth,	Dundalk,	Do.,	16	14
9682	33	Westmeath,	Mount Carmel, Moate,	Sisters of Mercy,	41	38
11996	50	Wexford,	St. Michael's, Wexford,	Do.,	75	71
10162	40	Wicklow,	St. Michael's, . inst.	Do.,	52	48
13439	34	Galway,	Oughternard,	Do.,	35	32
4515	-	"	St. Anne's, Galway,	Do.,	64	60
13130	-	"	Cliden,	Do.,	55	51
6632	35	"	St. Bridget's, Loughrea,	Do.,	64	60
6638	-	"	Ballinasloe,	Do.,	57	53
12355	26	Mayo,	St. Columba's, Westport,	Do.,	64	60
13362	21	Reccommon,	St. Francis Xavier's,	Sisters of Charity,	51	47
7248	37	"	St. Monica's, Reccommon,	Sisters of Mercy,	58	54
12734	35	"	St. Joseph's, Athlone,	Do.,	115	108
13240	12	Sligo,	St. Lawrence's, Sligo,	Do.,	110	103
1887	21	"	Banada,	Sisters of Charity,	22	20
Total					1,761	1,648

LIST of SIXTY-FOUR* SCHOOLS in which SPECIAL GRANTS of SALARY in aid of INDUSTRIAL INSTRUCTION were available, under Rule 155 (c), for Year ended 31st December, 1902.

Appendix.
Section II.
D.

County.	District.	Roll No.	School.	County.	District.	Roll No.	School.	Schools with special grants for industrial instruction.	
Carlin,	8	7058	Crumlin-road, Convent.	Tipperary,	55	581	Cashel, Convent.		
				"	"	8903	Fethard, "		
Magh,	25	4415	Crossmaglen, f.	"	"	11872	Carrick-on-Suir, "		
				"	"	13107	St. Joseph's, "		
				"	"	4068	Thurles, "		
Don,	23	11789	Belturbet, Convent.						
Wexford,	5	14705	Ballyshannon, "	Waterford,	49	11461	Dungarvan, Con. (1).		
				"	"	13030	Stradbally, "		
Wexford,	19	9725	Rostrevor, "	Dublin,	30	1149	King's Inns-street, Convent.		
"	"	7508	Canal-street, "	"	"	2018	Baginbato, Convent.		
				"	"	37	7546	Goldenbridge, "	
Wexford,	18	359	Monaghan, "	"	"	40	14586	Blackrock, "	
"	24	5617	Carrickmacross Indl.	"	"	40a	753	Central Model, Fem.	
"	"	15329	Do, Convent.						
Wexford,	45	7315	Ennis, Convent.	Kildare,	44	13878	St. Michael's, Convent.		
"	"	11600	Kilkeo, "						
"	"	13574	Kilrush, "	Kilkenny,	47	13885	Kilkenny, Convent.		
				"	"	10478	St. Patrick's, "		
				"	"	10835	Castlecomer, "		
Wexford,	48	3828	Youghal, "						
"	"	6376	Queenstown, "						
"	55	10232	Kanturk, "	Longford,	28	12943	St. Joseph's, "		
"	"	10047	Macroom, "	"	"	13846	Grasard, "		
"	56	4268	Donesdale, "						
"	59	8430	Skibbereen, "						
"	"	7651	Clonsilla, " (2).	Louth,	25	8445	Andee, " (2).		
"	"	14315	Rosscarbery, "						
"	60	4572	Kinsale, "						
"	"	5257	Bandon, "	Meath,	29	12489	Oldcastle, Female.		
Wexford,	34	545	Trillick, Convent (1).	Queen's,	44	13937	Stradbally, Convent.		
"	"	13339	Moyderwell, "						
"	"	14552	Castleisland, "	Wexford,	49	967	New Ross, (1).		
"	57	13881	Killarney (Mercy), Convent.	"	50	12966	St. Mary's, George's-street, Convent.		
"	"	13051	Killarney (Pres.), Convent.	"	"	8221	Templeshannon, "		
"	58	8320	Kennacore, Convent.	"	49	14644	St. Joseph's, "		
"	57	13542	Cahirivreen, "						
				Galway,	34	4515	N.T. Smith, Convent.		
Wexford,	39	7429	Abbeyfeale Convent.	"	"	13439	Oughterard, "		
"	46	14525	Doon, "	"	42	13208	Gort, "		
"	61	9256	Adare, "						
"	62	6032	St. Catherine's, Convent.	Mayo,	30	14176	St. John's, "		
"	"	6569	St. Anne's, Convent.	"	21	13302	St. Francis Xavier, "		

* Sixty of these are Convent Schools.

Appendix.

Section II,
D.Schools
with Half-
time
pupils.

VI.—LIST of ONE HUNDRED and FIFTY National Schools attended by HALF-TIME pupils during the Year ended 31st December, 1902, the number of such HALF-TIME pupils on the Rolls on the last day of Year, and the average daily attendance of HALF-TIME pupils.

COUNTY.	Circuit Section.	Roll Number.	School.	Number of Half-time pupils on Rolls on 31st Dec., 1902.	Average daily at- tendance of Half-time pupils.
Astrin,	2B	9634	Balnaree,	11	3
"	"	11137	Liscollman,	7	3
"	2C	3592	Guy's,	27	12
"	"	7757	Do.	41	19
"	"	7968	Harryville (2),	6	3
"	"	7967	Do. (1),	11	4
"	"	12543	Ballymonry-street,	7	3
"	"	12599	Do.	14	8
"	4A	1224	Edenderry,	67	24
"	"	1979	Crumlin,	2	2
"	5B	4233	Lisburn,	11	5
"	"	4224	Do.	18	9
"	5A	5794	Seamans' Friend Society,	71	37
"	4A	15588	St. Vincent de Paul's,	32	13
"	"	15338	Do.	27	12
"	4C	7353	Ekenhead,	11	6
"	4A	8966	Springfield,	22	11
"	"	8316	Ligonell Village,	19	9
"	"	8384	Old Lodge Road,	8	4
"	"	8385	Do.	18	9
"	"	8904	Wolfhill Mill,	26	16
"	"	15659	St. Finian's Monastery,	172	61
"	"	16278	St. Vincent's Convent,	330	161
"	"	14892	Crumlin-road,	114	44
"	"	14893	Do.	127	44
"	"	10320	Halycross,	36	18
"	"	10330	Do.	42	33
"	5A	10435	Jennymount,	133	52
"	5B	11363	Hilden,	151	65
"	4A	11449	St. Mark's,	21	9
"	4C	11422	Greencastle,	13	9
"	"	11483	Do.	19	6
"	4A	12858	Edenderry,	77	36
"	4C	13616	Star of the Sea,	32	17
"	4A	15745	Craig-street,	68	36
"	4C	14138	St. Joseph's Convent,	111	56
"	4A	14691	Ballymillan,	8	4
"	5C	15081	Mayo-street,	10	7
"	4C	27	Whitehouse (1),	27	13
"	"	2649	White Abbey,	14	7
"	"	2650	Do.	11	7
"	4A	4671	Bruce Memorial,	2	1
"	"	5450	Cogry Mills,	27	13
"	"	7836	Dough,	8	3
"	"	7837	Do.	8	3
"	4C	8368	Barnmills,	38	24
"	"	10133	Whitehouse,	4	2
"	"	10136	Do.	4	2
"	"	9063	Mosley,	44	24
"	"	11426	Whiteabbey (2),	21	13
"	4A	11712	Baileclare,	1	1
"	"	12221	Parkgate,	7	5
"	4C	15313	St. Mary's on the Hill,	7	3
"	4A	12317	Tyrone,	4	2

LIST of ONE HUNDRED and FIFTY National Schools attended
by HALF-TIME pupils, &c.—continued.

Appendix.

Section II.
D.

Convent.	Circuit Section	Roll Number	School.	Number of Half-time pupils on Rolls on 31st Dec., 1902.	Average daily at- tendance of Half-time pupils.	Schools with Half- time pupils.
Ashtree,	4A	13886	Church-street,	2	1	
"	"	14157	Whitewell,	5	3	
"	5B	4714	Dunmurray,	6	1	
"	"	9612	Campbell's-row,	249	112	
"	5A	11160	Linsfield Mill,	159	71	
"	5B	13333	Derriaghby,	3	3	
"	"	14332	Lambeg Village,	12	6	
"	"	15137	Dunmurray (2),	11	5	
"	"	15624	Trinity,	2	1	
"	5A	12047	York-road,	84	41	
"	"	14737	St. Joseph's (York-road),	m.	3	1
"	"	14738	Do.	f.	23	12
Amagh,	6C	8344	Portadown (2),	3	1	
"	"	5356	Portadown (1),	m.	2	1
"	"	8933	Thomas-street,	2	1	
"	"	15310	Portadown Convent,	2	1	
"	"	12350	Edgarstown (1),	14	6	
"	"	12450	Edenderry,	4	2	
"	"	13437	Edgarstown (2),	8	2	
"	"	13628	Coleman,	m.	6	3
"	"	14374	Water-street,	5	2	
"	6A	3174	Markethill,	f.	3	1
"	"	7647	Dunkley,	m.	3	3
"	6C	8166	Mullavilly (1),	13	4	
"	6A	8220	Mount St. Catherine Convent,	6	3	
"	"	8403	Tandrage,	m.	3	3
"	"	8404	Do.	f.	5	2
"	"	9640	Dunkley,	f.	9	3
"	"	11684	Drelicourt,	m.	2	1
"	"	11635	Do.	f.	6	2
"	"	12365	St. Patrick's,	m.	8	3
"	6C	12664	Mullavilly (2),	9	4	
"	6A	13112	St. James's,	m.	1	1
"	"	13113	Do.	f.	1	1
"	"	14606	Grove,	2	1	
"	"	1478	Markethill,	m.	2	-
"	6C	6236	Bessbrook,	m.	14	8
"	"	6257	Do.	f.	15	9
"	"	7508	Canal-street Convent,	37	16	
"	"	11329	Ballybat,	4	2	
"	"	12668	Magherahely Convent,	27	18	
"	"	13923	Do.	m.	35	21
"	"	7181	Crossmore Keady,	4	-	
Down,	5B	10346	Largymore,	61	27	
"	"	11436	Ravarnette,	4	4	
"	4B	3874	Milbree,	5	2	
"	"	4657	Newtownards (2),	2	1	
"	6C	4922	St. Mathew's,	m.	10	4
"	"	15330	Do.	f.	5	2
"	4B	6641	Newtownards (1),	4	1	
"	"	8576	Beersbridge,	220	81	
"	4B	8388	Anne-street,	f.	2	1
"	"	9094	Do.	m.	4	2
"	"	11542	Greenwell-street,	15	5	

Appendix,
Section II,
D.

Schools
with
Half-time
pupils.

LIST of ONE HUNDRED and FIFTY National Schools attended
by HALF-TIME pupils, &c.—continued.

COUNTY.	Circuit Section.	Roll Number.	School.	Number of Half-time pupils on Rolls on 31st Dec., 1902.	Average daily at- tendance of Half-time pupils.
Down,	4B	11590	Comber Spinning Mill,	38	19
"	"	12191	Castlegarden,	42	20
"	"	12580	Londonderry,	m. 9	4
"	"	12581	Do.	f. 19	8
"	5B	200	Dromore (1),	m. 6	2
"	"	261	Do. (1),	f. 3	1
"	6C	4811	Gilford Mill,	m. 42	21
"	"	4812	Do.	f. 29	14
"	5B	6594	Fortescue,	" 1	1
"	6C	8598	Tonaghmore,	" 3	2
"	5B	10295	Dromore (4),	" 2	-
"	6C	6930	Millsown,	" 4	2
"	"	11430	Seagatrick,	" 30	18
"	"	258	Bann,	m. 4	1
"	"	6644	Bann,	f. 1	1
"	5B	9417	Dromore (2),	f. 1	1
"	5C	1246	Annabro,	m. 16	8
"	"	1486	Do.	f. 8	3
"	5A	3745	Shrigley,	" 10	4
"	"	4648	Irish-street (Killyleagh),	" 15	8
"	"	6024	Killyleagh,	" 13	5
"	5C	16798	Drumass Mills,	" 27	17
Tyrone,	3B	11586	Sion Mills,	m. 42	19
"	"	11587	Do.	f. 36	17
"	6B	407	Gortallowry,	" 10	4
"	"	2254	Brackaville,	m. 6	4
"	"	2255	Do.	f. 10	5
"	"	5184	Loy Old,	" 2	1
"	"	9155	Coal Island,	" 1	-
"	"	9681	Loy,	m. 3	1
"	"	10178	Bomburh,	m. 0	1
"	"	11936	Derrylogan,	m. 10	5
"	"	11937	Do.	f. 4	2
"	"	11968	John-street,	f. 1	-
"	"	12440	Lower Market,	" 2	3
"	"	13232	Anne-street,	m. 3	2
"	"	13256	Gortgonis,	" 4	2
"	"	13814	Cookstown Convent,	" 7	4
"	"	14458	Dungannon Convent,	" 14	6
Cork,	21C	15059	Baltimore Fishery,	0	1
"	20A	14105	Clarence-street Convent,	36	14
Waterford,	19C	7225	Mayfield,	m. 2	1
Total—150 Schools,				3,859	1,964

APPENDIX E

EVENING NATIONAL SCHOOLS.

Appendix.
Section II.,
E.

(a.) REVISED RULES.

1. The Commissioners will consider applications for grants to Evening Elementary or Continuation Schools from Managers of National Schools, or from Committees formed to manage such Schools, if not connected with Day National Schools, on condition that such Evening Schools will not receive aid from any other public Department.

2. Evening Schools must not meet before 4 p.m. on any day, except Saturday, when the meetings must not take place before 2 p.m.

3. A meeting must be of at least two hours' duration.

4. As a rule a School must meet at least on three evenings each week during the School period (six months). If a School meets only on two evenings of each week during the school period (six months) a *pro rata* payment may be made. In certain cases, especially to meet the requirements of fishing centres, &c., a relaxation of the rule is sanctioned, whereby meetings on five evenings of the week during a school period of four months may be accepted as equivalent to meetings on three evenings of the week during a school period of six months.

5. The two hours of a meeting must be devoted to secular instruction only.

6. The School must be held in suitable premises, suitably lighted and heated when necessary.

7. The minimum average attendance entitling a School to continued recognition is 10.

8. The average attendance must be calculated in accordance with the regulations of the Commissioners. For each unit of the average attendance the Manager or Committee of the School may be allowed a uniform fee of 17s. 6d. or of 15s. These are the sole grants which the School will receive from any public funds.

9. The rate of the fee will be determined by the Report of the Inspector on the School at the end of the Session.

10. Payment will be made to the Managers immediately after the end of each Session.

11. The Manager or the Committee will employ the Teachers and arrange the amount of their remuneration.

* 12. The Teachers may be Certificated or they may be Uncertificated persons (Lay or Clerical) over 18 years of age, approved by the Inspector.

13. The Teaching Staff must be adequate.

14. As a rule no meeting can be attended by pupils of both sexes. On the application of the Manager special leave may be given by the Commissioners for the attendance of both sexes at a class.

* The Commissioners disapprove of the teacher of a Day School taking charge of more than one Evening School.

15. Persons over 18 years of age, children exempt from attendance at School, and children at School who are over fourteen years of age, are eligible as pupils of an Evening School. Monitors and Pupil Teachers are not eligible as pupils of Evening Schools. No person can be recognised as a pupil of more than one Evening School at the same time. Other persons not included in those defined as eligible pupils may attend these schools, but cannot be taken into account in the calculation of average attendance.

16. A Time Table for each School must be drawn up and submitted to the Commissioners for their approval.

17. Registers and Roll Books, approved by the Commissioners, must be kept. The Rolls must be marked before the beginning of each meeting. The attendance mark must be cancelled if any pupil leaves before the end of a meeting. The Registers and Rolls must be checked and certified by the Manager or Committee at least once a month.

18. The School must be at all times open to Inspection by the Commissioners or their Officers.

19. A schedule of the subjects to be taught in each Evening School must be submitted for approval at commencement of the Session.

* 20. At least two subjects should be taught at each meeting of the Evening School.

21. No political or polemical business, or business other than that of the School, is to be transacted during the time of meeting.

22. Evening Schools must not be conducted for the private profit of the Manager or Committee. All the State Grant must be expended on the Schools and Teachers.

23. The Managers must submit a satisfactory return of the expenditure at the end of the School Session.

24. The scale of Fees (if any) to be charged to the pupils must be submitted to the Commissioners for approval.

25. The continuance of the grants will depend on the foregoing conditions and the nature of the Inspector's report at the end of a School Session.

26. Evening Schools will be supplied with books, &c., on the same conditions as Day National Schools.

27. The Commissioners may, whenever they think fit, withdraw their grants from any Evening School.

SCHEDULE OF SUBJECTS THAT MAY BE TAUGHT IN EVENING NATIONAL SCHOOLS.

Reading.—Teaching reading to Illiterates. Geographical and Historical Readers for more advanced pupils. Explanation of matter read, and of the grammatical forms in the sentences. Correct pronunciation. Cultivation of a clear, firm style of enunciation. Recitation.

* A programme consisting of non-elementary subjects only will not be sanctioned unless provision is made for instruction in the ordinary subjects of Elementary Education, viz., Reading, Writing and Arithmetic, in the case of students who are not qualified in these subjects.

Writing.—Teaching writing to Illiterates. More advanced writing (Commercial, &c., Book-keeping), for others. Composition.
Arithmetic.—Simple Rules for beginners. More advanced rules according to attainments of pupils.

English Language and Literature. Geography. History. Needle-work (Girls). Drawing. Handicraft. Domestic Economy (Girls). Principles of Agriculture. Principles of Horticulture. Dairy Work. Laundry Work. Cookery. Hygiene. Irish. French. German. Latin. Euclid. Algebra. Mensuration. Physiography. Elementary Physics. Elementary Chemistry. Sound, Light, and Heat. Magnetism and Electricity. Botany. Navigation. Shorthand. Vocal Music. Human Physiology. Mechanics. Ambulance or First Aid.

Agriculture, Horticulture, and Navigation are admitted only in suitable localities.

The Scientific subjects will only be allowed if satisfactory provision is made for practical instruction in them.

A. R. HAMILTON,

P. E. LEMASS,

Secretaries.

National Education Department,
 Dublin, September, 1902.

Appendix.
 Section II.
E.

Appendix.

Section II.

E.

Evening
Schools.

APPENDIX E.—(b.) LIST OF NINE HUNDRED AND FIFTY-ONE EVENING SCHOOLS to which Capitation Grants were paid at the end of the Session 1902-3, together with the Average Attendance of Pupils, and the Amount paid to the Managers in respect of each School.

NOTE.—In addition to the 951 Evening Schools on this list, 77 Evening Schools were in operation during only part of the Session. In 8 other cases grants were disallowed owing to irregularities in accounts, or other causes. Total, 1,036.

County.	Name of School.	Average Attendance.	Amount Paid.
			£ s. d.
ANTRIM,	Belfast Model Male,	44.1	38 10 0
	Ahoghill Male,	14.2	12 5 0
	Regent-street Mixed,	16.7	14 17 6
	Working Men's Club Mixed,	24.6	21 17 6
	York-street Male,	12.5	11 7 6
	St. Macanishus Male,	25.0	21 17 6
	St. Malachy's Convent Female,	66.0	57 16 0
	St. Vincent de Paul's Female,	27.1	23 12 4
	St. Vincent de Paul's Male,	13.5	12 5 0
	Crumlin-road Convent,	93.9	82 5 0
	Magheraberry Male,	15.0	13 2 6
	Millford-street Female,	43.0	37 12 6
	Braid Male,	25.3	21 17 6
	Harryville Male,	17.2	14 17 6
	Cushendall Mixed,	25.0	21 17 6
	Process Male,	14.0	12 5 0
	St. Saviour's,	20.7	18 7 6
	Duncairn Male,	26.5	23 12 4
	St. Peter's Female,	76.9	67 7 6
	Wellington Mixed,	90.8	53 1 8
	St. Malachy's Female,	81.0	70 17 6
	St. Malachy's Male,	24.6	21 17 6
	Leitrim Mixed,	32.7	28 17 6
	St. Olcan's Male,	18.9	16 12 4
	Guy's Male,	43.5	38 10 0
	Earl-street Male,	21.8	19 5 0
	St. Mary's Male (Institution-place),	11.7	10 10 0
	Doagh Mixed,	28.6	25 7 6
	Upper Falls Male,	29.3	25 7 6
	St. Vincent's Convent Female,	91.9	80 10 0
	St. Congall's Male,	13.9	12 5 0
	Millford-street Male,	13.8	12 5 0
	St. Paul's (2) Male,	12.0	10 10 0
	Kilbride Mixed,	29.0	25 7 6
	Seaview Male,	15.9	14 0 0
	Ballyvornig Male,	13.9	12 5 0
	St. Brigid's Female,	46.9	41 2 6
	Millquarter Male,	26.3	22 15 0
	Armoyle (1) Male,	23.6	21 0 0
	St. Macanishus Female,	27.2	23 12 4
	Aughagash Male,	24.4	21 0 0
	Railway-street Male,	11.9	10 10 0
	Galgorm,	13.7	12 5 0
	Hazelbank,	17.0	14 17 6
	Trinity,	14.9	13 2 6
	St. Aidan's Mixed,	49.9	29 3 4
	Rathlin Island Mixed,	13.3	11 7 6
	Millfield Male,	26.1	22 15 0
	Glenravel Male,	32.1	28 0 0

APPENDIX E.—(b.) LIST OF NINE HUNDRED AND FIFTY-ONE EVENING SCHOOLS to which Capitation Grants were paid at the end of the Session 1902-3, together with the Average Attendance of Pupils, and the Amount paid to the Managers in respect of each School—*continued*.

Appendix.
II.
E.
Evening
Schools.

County.	Name of School.	Average Attendance.	Amount Paid.
ASTON—continued.	Taylorstown, North, Female, .	16.5	£ s. d. 14 17 6
	Taylorstown, North, Male, .	13.7	12 5 0
	St. Patrick's Prep. Male, .	18.5	16 12 6
	Glenane Mixed, .	39.1	29 5 0
	St. Patrick's Female, .	39.3	29 5 0
	Gortgill Male, .	29.5	22 10 0
	Mariner's Church (2) Male, .	12.1	9 0 0
	Slaght Male, .	29.2	21 15 0
	Tullygrawley Mixed, .	12.7	9 15 0
	Ballysnodd Male, .	13.0	9 15 0
	Tennent-street Central, .	27.0	20 5 0
	Montgomery Mixed, .	28.2	21 0 0
	Mountpottinger Mixed, .	42.4	31 10 0
	Royal Academy Mixed, .	48.8	36 15 0
ARMAGH,	Edward-street Convent Female, .	31.7	28 0 0
	Portadown Convent Female, .	34.3	29 15 0
	St. Peter's, Male, .	20.5	18 7 6
	Ballylane Female, .	16.3	14 0 0
	Cohara Male, .	42.9	37 12 6
	Collone, .	16.5	14 17 6
	Maghernahely Convent, .	61.0	53 7 6
	Ahorey Male, .	15.2	13 2 6
	Derrylard Male, .	25.4	21 17 6
	Tartaraghan (1) Male, .	14.4	12 5 0
	Carnagh, .	12.6	11 7 6
	Kilmore, .	27.6	24 10 0
	Mullavilly (2) Male, .	13.2	11 7 6
	Bleary Male, .	20.6	18 7 6
	Balleer Male, .	25.0	21 17 6
	Derryvane Male, .	14.0	12 5 0
	Aughanlig Male, .	16.6	14 17 6
	Cross Roads Mixed, .	33.0	28 17 6
	Derrytrasna Male, .	40.6	35 17 6
	Anamar M., .	19.6	17 10 0
	Blackwatertown Male, .	12.5	11 7 6
	Corcain Male, .	19.8	15 0 0
	Brackley Male, .	18.6	14 5 0
	Keady Male, .	13.0	9 15 0
	Ballywilly Male, .	44.2	33 0 0
	Derryceaw Male, .	27.4	20 5 0
	Townsend Male, .	13.4	9 15 0
	Cassells Male, .	16.4	12 0 0
	Brough Male, .	20.3	15 0 0
	Blundell's Grange, .	21.2	15 15 0
	Lisdrumchor, .	11.5	9 0 0
	Connagola M., .	21.3	15 15 0
	Raws Male, .	25.4	18 15 0
	Crossmaglen Male, .	45.7	34 10 0
	Drumbee Mixed, .	18.8	14 5 0
	Synge Male, .	10.8	8 5 0
	Westlands Male, .	14.0	10 10 0
	Maghera Male, .	22.0	16 10 0

Appendix.
Section II.
E.
Evening
Schools.

APPENDIX E.—(b.) LIST OF NINE HUNDRED AND FIFTY-ONE EVENING SCHOOLS to which Capitation Grants were paid at the end of the Session 1902-3, together with the Average Attendance of Pupils, and the Amount paid to the Managers in respect of each School—*continued*.

County.	Name of School.	Average Attendance.	Amount Paid.
CAVAN, . . .	Virginia Male, . . .	26.1	£ s. d. 22 15 0
	Guhaveney Male, . . .	23.3	20 2 6
	Cormaddyduff Male, . . .	26.2	22 15 0
	Groughlough Male, . . .	10.8	9 12 6
	Tullybrack Male, . . .	21.5	19 5 0
	Bellasis Male, . . .	15.0	13 2 6
	Altachullin Male, . . .	17.6	15 15 0
	St. Patrick's Male, . . .	49.8	43 15 0
	Barran Male, . . .	21.6	19 5 0
	Moneygashel Male, . . .	23.6	21 0 0
	St. Joseph's, Loughduff Male, . . .	14.9	13 2 6
	Greaghrahane, . . .	11.7	10 10 0
	Bawnboy Male, . . .	21.4	18 7 6
	Knockhrade (2) Male, . . .	17.0	14 17 6
	Drumloher Male, . . .	32.7	28 17 6
	Tubber Male, . . .	20.6	18 7 6
	Manlough Female, . . .	16.7	14 0 0
	Ballyhaise Male, . . .	16.7	14 17 6
	Mullagh Male, . . .	32.1	28 0 0
	Cootehill Male, . . .	30.4	31 10 0
	Ballyconnell Male, . . .	19.1	16 12 6
	Billa Male, . . .	19.7	17 10 0
	Manlough Male, . . .	37.9	33 5 0
	Swanlinbar Male, . . .	14.2	12 5 0
	Urugh Male, . . .	27.6	24 10 0
	Lurganure Male, . . .	24.9	21 17 6
	Knocktemple, . . .	36.7	32 7 6
	Castlerahan, . . .	22.6	20 2 6
	Ballydunrow Male, . . .	27.1	23 12 6
	Derrynananta Male, . . .	11.6	10 10 0
	Barconey Male, . . .	37.6	33 5 0
	Coolhoyogoe Male, . . .	12.7	11 7 6
	Corratoher Male, . . .	37.9	33 5 0
	Carrigans Male, . . .	23.7	21 0 0
	Brackley Male, . . .	16.8	14 17 6
	Dernakesh Male, . . .	39.0	34 2 6
	Doocarrick Male, . . .	18.4	15 15 0
	Kill Male, . . .	17.3	14 17 6
	Lisgar Male, . . .	13.7	12 5 0
	Tunnyduff Male, . . .	35.2	30 12 6
	Crossreagh Male, . . .	24.9	21 17 6
	Commas Male, . . .	23.6	21 0 0
	St. Anne's Male, . . .	21.9	19 5 0
	Cornassane, . . .	21.6	19 5 0
	Derrydamph Male, . . .	33.8	29 15 0
	Termon Male, . . .	20.6	18 7 6
	St. Mary's, Kilcoy Male, . . .	22.7	17 5 0
	Curra Male, . . .	17.2	12 15 0
	Ballyjamesduff Male, . . .	11.7	9 0 0
	Carnkill Male, . . .	20.3	16 0 0
	Carricknagrow Male, . . .	16.4	12 0 0
	Kilduff Male, . . .	14.1	10 10 0
	Kilcochy Male, . . .	23.2	17 5 0
	Castletara Male, . . .	22.6	17 5 0
	Tullycasson Male, . . .	24.6	18 15 0

APPENDIX E.—(b.) LIST OF NINE HUNDRED AND FIFTY-ONE EVENING SCHOOLS to which Capitation Grants were paid at the end of the Session 1902-3, together with the Average Attendance of Pupils, and the Amount paid to the Managers in respect of each School—*continued*.

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County.	Name of School.	Average Attendance.	Amount Paid.
			£ s. d.
GAVAN— <i>continued</i> .	Calfield,	14.7	11 5 0
	Keelagh Male,	23.5	18 0 0
	Belturbet Male,	16.6	12 15 0
	Drumkilly Male,	24.2	18 0 0
	Stagball Male,	14.8	11 5 0
	Carrigabruise Male,	22.4	16 10 0
	Cobaw Male,	27.9	21 0 0
	Killougher Mixed,	10.0	7 10 0
	Nolagh,	28.8	21 15 0
	Carrigallen Male,	36.2	27 0 0
DUBLIN.	Carrowcannon Female,	21.3	18 7 6
	Carrowcannon Male,	33.6	29 15 0
	Ballyshannon Convent Female,	30.3	25 5 0
	Murroe Female,	18.5	16 12 6
	Tiernasligo Male,	39.9	35 0 0
	Aughnacloy Male,	66.2	57 15 0
	Malin Head Male,	40.7	35 17 6
	Meenglas Male,	26.3	22 15 0
	Doonah Male,	10.0	8 15 0
	Gola Island Male,	13.7	12 5 0
	Letternabambo Male,	21.2	18 7 6
	Cashelmore Mixed,	64.3	48 0 0
	Drumkeen Male,	31.8	24 0 0
	Burtonport Male,	26.5	23 12 6
	Coolkenny Male,	88.0	77 0 0
	Brookagh Mixed,	21.2	18 7 6
	St. Columba's Convent Female,	47.5	42 0 0
	Craigtown Mixed,	21.5	19 5 0
	Munternosee Male,	24.2	21 0 0
	Dunfanaghy (2) Male,	10.7	8 5 0
	Dunfanaghy (1) Male,	11.0	8 5 0
	Boonah Mixed,	36.0	27 0 0
	Murroe Male,	16.9	12 15 0
	Terrilroan Male,	18.3	13 10 0
	Dristeran Male,	14.8	11 5 0
	Letterkenny Monastery Male,	17.3	12 15 0
	Clar Robertson Male,	16.0	12 0 0
	Creery Male,	23.1	17 5 0
	Rasbenny Mixed,	48.2	36 0 0
	Urbleragh Male,	64.2	48 0 0
	Gaddyduff Male,	62.6	47 5 0
	Temple Douglas Male,	12.6	9 15 0
	Stranorlar Male,	18.3	13 10 0
	Monresagh Male,	13.8	10 10 0
	Carrowmore Mixed,	40.9	30 15 0
	Ballybarry Mixed,	51.4	38 5 0
	Meencarrigack Male,	24.2	12 0 0
DOWR.	Bann Male,	23.2	20 2 6
	Bann Female,	17.8	15 15 0
	Albert Bridge Mixed,	40.6	35 17 6
	Dromore Female (2),	12.1	10 10 0

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County.	Name of School.	Average Attendance.	Amount Paid.
Down— <i>continued</i> .	Banbridge (1) Female, . . .	13.9	£ s. d. 12 5 0
	Drumaness Mills Male, . . .	12.0	10 10 0
	Ballymaglave Male, . . .	18.6	16 12 6
	Ballymagherly Male, . . .	16.2	14 0 0
	St. Matthew's Convent Female, . . .	37.2	21 11 3
	Strangford Female, . . .	9.6	8 15 0
	Edenderry Mixed, . . .	14.1	12 5 0
	Leggamaddy Male, . . .	27.1	23 12 6
	Ballyphilip Male, . . .	27.2	23 12 6
	Greyabbey Mixed, . . .	31.3	27 2 6
	Glassedrummond Male, . . .	17.6	15 15 0
	Backnamullagh Male, . . .	14.4	8 3 4
	Loughinisland Male, . . .	18.9	16 12 6
	Kilclief Male, . . .	21.1	18 7 6
	Bonocastle Male, . . .	12.5	11 7 6
	Mountstewart Mixed, . . .	20.3	17 10 0
	Tecounaught Male, . . .	21.9	19 5 0
	John-street Monastery Male, . . .	23.7	21 0 0
	Mount St. Patrick Female, . . .	17.8	15 15 0
	St. Mary's (Dunsford) Male, . . .	32.4	28 0 0
	St. Mary's (Killyleagh) Male, . . .	21.0	12 5 0
	Drumacord Male, . . .	26.7	23 12 6
	Darragh Cross Male, . . .	15.1	13 2 6
	Canal-street Convent Female, . . .	87.4	76 2 0
	Clough Male, . . .	13.7	12 5 0
	Ballyeruttle Male, . . .	27.0	23 12 6
	Commons Male, . . .	11.5	10 10 0
	Banbridge (1) Male, . . .	22.8	20 2 6
	Scarra-street Male, . . .	20.5	27 2 6
	Ardglas Male, . . .	15.8	14 0 0
	Church-street Mixed, . . .	42.9	37 12 6
	Dromore (2) Male, . . .	13.5	10 10 0
	Tullycavey Male, . . .	13.0	9 15 0
	Anasclone Male, . . .	13.6	10 10 0
	Kirkistown Male, . . .	11.5	9 0 0
	St. Mary's Female (Killyleagh), . . .	20.7	15 15 0
	Katesbridge, . . .	25.9	19 10 0
	Castlehill, . . .	26.7	20 5 0
	Ballymoney Male, . . .	24.8	18 15 0
	St. Mary's Male, . . .	13.3	6 10 0
FERMANAGH,	Derrygonnelly Male, . . .	24.5	21 17 6
	Teemore Male, . . .	24.3	21 0 0
	Anghakillymande Male, . . .	27.7	24 10 0
	Ardess Male, . . .	20.0	17 10 0
	Countess of Erne Male, . . .	17.6	15 15 0
	Mullymuskier Male, . . .	12.2	10 10 0
	Belcoo Male, . . .	12.2	10 10 0
	Reedoney Male, . . .	14.6	13 2 6
	Cashelmadrea Male, . . .	25.5	22 15 0
	Tyregban Male, . . .	25.9	22 15 0
	Churchhill Male, . . .	17.0	14 17 6
	Bohee Male, . . .	10.8	9 12 6

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County.	Name of School.	Average Attendance.	Amount Paid.
			£ s. d.
FREMANAGH—CON.,	Wattlebridge Male,	11.0	9 12 6
	Lismaska Male,	14.5	13 2 6
	Garvary Male,	68.0	59 10 0
	Gardrum Male,	11.5	10 10 0
	Slieve Russell Male,	15.8	14 0 0
	Derrylin Male,	34.7	26 5 0
	Drumanymore Male,	56.4	42 0 0
	Carrikkbeg Male,	14.7	11 5 0
	Moat Male,	10.6	8 5 0
	Cordoola,	38.1	28 10 0
	Garrison Male,	17.7	13 10 0
LONDONDERRY, .	Altavakey,	16.7	14 17 6
	Rallagh Male,	21.2	18 7 6
	Moyola Park Mixed,	25.0	21 17 6
	Gortnaghy Mixed,	29.8	26 5 0
	Kilgort Male,	17.3	14 17 6
	St. Mary's Convent Female,	20.3	17 10 0
	St. Joseph's Male,	21.2	18 7 6
	St. Tre's Male,	39.2	34 2 6
	St. Tre's Female,	24.8	21 17 6
	Dungiven (2) Male,	10.7	9 12 6
	Curran Male,	16.0	14 0 0
	Ballougry Male,	20.8	18 7 6
	Fallagloon Male,	25.7	22 15 0
	New-row Mixed,	20.0	17 10 0
	Balteagh Male,	13.0	11 7 6
	Blackhill Male,	19.0	16 12 6
	Anahorish Female,	12.8	11 7 6
	Ballymacske Male,	30.7	27 2 6
	St. Columh's Male,	20.3	17 10 0
	Lissan (1) Male,	34.2	29 15 0
	Portstewart Male,	27.5	21 0 0
	Ballinderry Male,	10.7	8 5 0
	Tyrgan Male,	13.7	10 10 0
	Dernaflaw Male,	24.4	18 0 0
	Claudy Male,	13.2	9 15 0
	Glenrandle Male,	12.4	9 0 0
	Ballymacske Female,	12.8	9 15 0
	Anahorish Male,	18.0	13 10 0
	Glendernott Male,	27.5	21 0 0
	Lisane Male,	17.9	13 10 0
	Keennaght Male,	16.0	12 0 0
	Rocktown Male,	21.0	15 15 0
	Gulladuff Male,	30.4	22 10 0
MONAHAN,	Drummonds Male,	13.9	12 5 0
	Annyella Male,	19.2	16 12 6
	Dawson Male,	26.4	22 15 0
	Clinooney Male,	15.5	14 0 0
	Urcher Male,	24.0	21 0 0

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County.	Name of School.	Average Attendance.	Amount Paid.
MONAGHAN— <i>con.</i>	Billeady,	46.0	£ 40 5 0
	Corcaghan Male,	33.0	28 17 6
	Barristoppy Male,	33.6	29 15 0
	Feagh Male,	15.1	13 2 6
	Dromore Male,	15.9	14 0 0
	Blackstaff Male,	23.6	21 0 0
	Blackstaff Female,	29.5	18 7 6
	Annahais Male,	35.7	31 19 0
	Lackagh Male,	51.6	43 10 0
	Newbliss (2) Male,	16.5	14 17 6
	Raderpark Male,	22.9	17 5 0
	Knocknallen Male,	42.8	32 5 0
	Aughnashalvey Male,	24.6	18 15 0
	Killycarnan Male,	22.1	16 10 0
	Anney Male,	11.5	9 0 0
TYRONE,	Loy Male,	31.2	27 2 6
	Rosnavey Male,	14.5	13 2 6
	Cashel Male,	27.4	23 12 6
	Crosscavanagh Male,	34.3	29 15 0
	Johnston Memorial Male,	24.6	21 17 6
	Moy Mixed,	12.9	11 7 6
	Minterham Male,	18.5	16 12 6
	Anghentaine (1) Male,	31.9	28 0 0
	Liscable Mixed,	29.3	25 7 6
	Clonacree,	18.8	15 12 6
	Granville Male,	11.9	10 10 0
	Brackey Male,	11.3	9 12 6
	Slaterquarry Male,	22.4	19 5 0
	Anghentaine,	31.9	28 0 0
	Cookstown Convent Female,	109.9	96 5 0
	Dunamore Female,	18.3	15 15 0
	Crock Male,	47.0	35 5 0
	Mullinahoe Male,	13.2	9 15 0
	Reconson Male,	16.7	12 15 0
	King's Island Male,	36.7	27 15 0
	Miltown Male,	20.8	15 15 0
	Correnary Male,	11.8	9 0 0
	Johnston Memorial Female,	11.5	9 0 0
	Greencastle,	17.1	12 15 0
	Coal Island Male,	47.8	36 0 0
	Gortadaddy Male,	22.9	18 0 0
	Inishatruak Male,	16.7	12 15 0
	St. Patrick's Male,	21.2	15 15 0
	Killeen Male,	14.8	11 5 0
	Oreggan Mixed,	37.9	28 10 0
	Leggatraght Male,	23.6	18 0 0
	Letterbin Mixed,	31.0	23 5 0
	Altamuskin Male,	16.5	12 15 0
	Seskinore Male,	22.0	16 10 0
	Killenagh Male,	15.2	11 5 0
	Leckin Male,	24.5	18 15 0

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County.	Name of School.	Average Attendance.	Amount Paid.
TIRONE— <i>continued</i> ,	Drumlegagh Male,	29.7	£ s. d. 22 10 0
	Clintycloy Male,	24.1	18 0 0
	Dunsmore Male,	18.6	14 5 0
	Kilnaslee Male,	11.8	9 0 0
	Pomeroy Male,	44.6	33 15 0
	Gortgonis Male,	13.9	10 0 0
CLARE,	Kilrush Male,	17.5	15 15 0
CORK,	Corran Male,	11.5	10 10 0
	Schull (3) Male,	12.7	11 7 6
	Adrigole Male,	37.9	33 5 0
	Ballyvoanney Male,	16.4	14 0 0
	Dromagh Male,	19.6	17 10 0
	Clonakilty (1) Male,	91.4	79 12 6
	Lislevarne Male,	31.5	28 0 0
	Inchigeola Male,	29.3	25 7 6
	Dooneen Male,	47.7	42 0 0
	Castlesack Male,	29.3	25 7 6
	Trafask Male,	28.6	25 7 6
	Trafask Female,	28.8	25 7 6
	Skibbereen Male,	18.1	15 15 0
	Ballygraddy Mixed,	17.2	14 17 6
	Douglas Male,	18.3	15 15 0
	Castletownsend Male,	35.1	30 12 6
	Drominarigle Male,	19.3	16 12 6
	Tragumna Male,	15.2	13 2 6
	Rosabrin Male,	29.2	25 7 6
	Curraghs Male,	18.5	16 12 6
	Aghahalloogue Male,	16.6	14 17 6
	Mallow Monastery Male,	49.7	43 15 0
	St. Vincent's Convent Female,	103.0	90 2 6
	Lyre Male,	27.8	24 10 0
	Banteer Male,	21.0	18 7 6
	Reenogreena Male,	19.7	17 10 0
	Berrings Male,	39.8	35 0 0
	Kilmasoeboe Male,	20.5	18 7 6
	Lisheencreagh Male,	21.0	18 7 6
	Lebanemore Male,	15.2	13 2 6
	St. John's Monastery Male,	17.0	14 17 6
	Dunbeacon Male,	21.6	19 5 0
	Bantry Male,	43.3	37 12 6
	Kanturk Male,	45.9	40 5 0
	Clondulane Male,	16.2	14 0 0
	St. Joseph's Mon. (2) Male,	27.2	23 12 6
	Innishannon Male,	12.7	11 7 6
	Barrack Hill,	12.0	10 10 0
	Mallow Convent,	60.6	53 7 6
	Kilcorney,	31.8	28 0 0
	Gurrane Male,	31.7	28 0 0
	Dunmanus Female,	24.5	21 17 6

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County.	Name of School.	Average Attendance.	Amount Paid.
CONK—continued,	Direenlamane Male,	16.0	£ s. d. 14 0 0
	Ballythibet Male,	34.6	30 12 6
	Knockavilla Male,	23.6	21 0 0
	St. Michael's Male (Slieveragh),	23.7	21 0 0
	Kinsale Convent Female,	33.5	29 15 0
	Tullig Male,	21.5	19 5 0
	Passage West Male,	19.8	17 10 0
	Walterstown Male,	14.2	12 5 0
	Riverstown Male,	16.1	14 0 0
	Queenstown Convent Female,	46.9	41 2 6
	Ballyhass Male,	33.2	28 17 6
	Clonmeen Male,	23.6	21 0 0
	Ballingeary Male,	24.8	21 17 6
	Ballinskilla,	15.7	14 0 0
	Clarence-street Convent Female,	61.7	54 5 0
	Castletownsend Female,	31.4	27 2 6
	Dooneen Female,	16.0	14 0 0
	Rosscarberry Convent,	16.5	11 3 2
	Laurence Cove Male,	12.6	9 15 0
	Union Hall Male,	20.9	15 15 0
	Durrara Male,	34.8	26 5 0
	Durrus Male,	14.8	11 5 0
	Goleen Male,	31.0	23 5 0
	Dunmanus,	36.7	27 15 0
	Cloyne,	14.1	10 10 0
	Douglas-street Male,	56.5	42 15 0
	SS. Peter and Paul's Female,	22.9	17 5 0
	Shanahallymore Male,	19.4	14 5 0
	Ahichill Male,	13.2	9 15 0
	Connagh Male,	19.6	15 0 0
	St. Francis (Cook-street) Male,	21.5	16 10 0
	Lisigriffin Male,	25.5	19 10 0
	Dromore Male,	22.9	17 5 0
	Kilharney Male,	23.0	17 5 0
	Carrignavar Male,	27.0	19 13 6
KENNY	Enlughmore Male,	32.5	28 17 6
	Killorglin Male,	26.7	23 12 6
	Ardfert Male,	41.6	36 15 0
	Douglas Male,	21.6	19 5 0
	Goetnaskehi Male,	28.4	24 10 0
	Duagh Male,	43.6	38 10 0
	Castledrum Male,	27.0	23 12 6
	Dungeel Male,	14.2	12 5 0
	Drumclough Male,	23.4	20 2 6
	Ballinskelligs Male,	26.5	23 12 6
	Clondouglas Male,	29.5	26 5 0
	Knockalougha Male,	27.0	23 12 6
	Milltown Monastery Male,	43.8	38 10 0
	Keelashrack Male,	28.0	24 10 0
	Glenbeigh Male,	27.2	23 12 6
	Faha Male,	19.9	17 10 0
	Lohar Male,	23.6	21 0 0

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County.	Name of School.	Average Attendance.	Amount Paid.
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KERRY—continued,	Glounaguillagh Male, . . .	19.1	16 12 6
	Fihcough Male, . . .	51.2	44 12 6
	Cromane Male, . . .	29.2	25 7 6
	Drumnacurra Male, . . .	29.0	25 7 6
	Coars Male, . . .	23.6	21 0 0
	Derrindaffe Male, . . .	28.0	24 10 0
	Glencuttane Male, . . .	19.2	14 5 0
	Loughguitane Male, . . .	28.0	21 0 0
	Cromane Female, . . .	14.0	10 10 0
	Slievadara Male, . . .	21.6	16 10 0
	Callinafercy Male, . . .	38.8	29 5 0
	Kilhonane Male, . . .	26.9	20 5 0
	Killarney Male, . . .	19.1	14 5 0
	Cahoeceigh Male, . . .	21.5	16 10 0
	Glounaguillagh Female, . . .	11.0	8 5 0
	Goethee Male, . . .	28.9	21 15 0
	Ahastahrid Male, . . .	25.8	27 0 0
LIMERICK,	Glen, . . .	32.7	24 15 0
	Cirraghbeg Male, . . .	52.0	39 0 0
	Mahoonagh Male, . . .	62.9	55 2 6
	Foynes Mixed, . . .	17.1	14 17 6
	Ballingarry Male, . . .	12.6	11 7 6
	Bruree Male, . . .	22.9	20 2 6
	Leamy's Male, . . .	34.1	29 15 0
	Fedamore Female, . . .	12.5	11 7 6
	Fedamore Male, . . .	15.2	13 2 6
	St. Ita's Female, . . .	56.6	49 17 6
	Garrydoola Male, . . .	14.9	13 2 6
	St. Lelia's Female, . . .	45.4	39 7 6
	Rathkeale M., . . .	27.1	20 5 0
	Roscrea Male, . . .	34.8	30 12 6
	Mohohar Male, . . .	21.6	19 5 0
	Tankerstown Male, . . .	18.7	16 12 6
TIPPERARY,	Toher Male, . . .	22.3	19 5 0
	Morton-street Convent Female, . . .	42.9	37 12 6
	Rosegreen Male, . . .	27.6	24 10 0
	Cahir Convent, . . .	28.8	25 7 6
	Carrick-on-Suir Convent, . . .	20.2	17 10 0
	West Gate Male, . . .	13.6	10 10 0
	Tipperary Male, . . .	21.0	15 15 0
	Knock Male, . . .	30.2	22 10 0
	St. Joseph's Convent Female, . . .	27.3	20 5 0
	Kilshellan Male, . . .	10.4	7 10 0
	Ballingarry, . . .	28.8	21 15 0
	Cloughjordan Male, . . .	21.2	15 15 0
	Behamore Male, . . .	15.0	11 5 0
	Crogh Male, . . .	20.0	15 0 0
	Roscrea (2) Female, . . .	10.5	8 5 0

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County.	Name of School.	Average attendance.	Amount Paid.
WATERFORD,	Ballymacart Male,	16.2	£ s. d. 14 0 0
	Mullinahorna Female,	16.9	14 17 6
	Ring Male,	24.9	21 17 6
CARLOW,	Bawnree Male,	17.6	15 15 0
	Leighlinbridge Male,	20.6	18 7 6
	Ardattin,	40.7	25 17 6
	Ballinabranna,	28.4	24 10 0
	St. Brigid's Monastery,	22.7	20 2 6
	Grange Male,	29.8	26 5 0
	Glynn Male,	33.6	29 15 0
	Drammond Male,	37.9	33 5 0
	Newtown Dunleckney Male,	16.0	12 0 0
	Ballinkillen Male,	14.5	11 5 0
	Tullow Monastery Male,	92.9	68 15 0
DUBLIN,	Denmark-street Male,	21.6	19 5 0
	St. Joseph's Male (Dorset-street),	111.6	98 0 0
	St. Michan's Male,	15.5	14 0 0
	Harold's Cross Male,	19.0	16 12 6
	Inchicore Model Male,	37.2	32 7 6
	St. Francis Male,	17.7	15 15 0
	Skerries,	39.0	34 2 6
	Portmarnock Male,	12.0	10 10 0
	Glenasmole Male,	22.3	19 5 0
	St. Vincent's Female,	106.8	93 12 6
	St. Anne's Female,	58.7	47 5 0
	College Green Male,	28.3	24 10 0
	St. Kevin's Male,	61.5	54 5 0
	St. James's Male,	12.1	10 10 0
	St. Peter's (Balbriggan),	26.8	22 7 6
	Central Model Male,	26.6	20 5 0
KILDARE,	St. Mary's Male (Rathmines)	15.1	11 5 0
	West Dublin Model,	18.6	14 5 0
	Staplestown Male,	22.3	19 5 0
	Kilmeagoe,	20.0	17 10 0
	Clane Male,	19.2	16 12 6
KILKENNY	Castledermot Male,	35.2	30 12 6
	Prosperous Male,	24.8	21 17 6
	Kill Male,	11.9	9 0 0
KILKENNY	Ballyragget Male,	40.0	35 0 0
	Ballydaniel Male,	40.4	35 0 0
	Kilmanagh Male,	22.8	20 2 6
	Callan Male,	24.4	21 0 0
	Desart Male,	15.9	14 0 0

APPENDIX E.—(b.) LIST OF NINE HUNDRED AND FIFTY-ONE EVENING SCHOOLS to which Capitation Grants were paid at the end of the Session 1902-3, together with the Average Attendance of Pupils, and the Amount paid to the Managers in respect of each School—*continued.*

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County.	Name of School.	Average Attendance.	Amount Paid.
			£ s. d.
KILKENNY—con.,	Urklingford Male, . . .	18.8	14 5 0
	Tullaroan Male, . . .	17.8	15 15 0
	Roche's Arch Mixed, . . .	23.3	20 2 6
	Ballyuskil Male, . . .	22.4	19 5 0
	Smithstown Male, . . .	18.6	16 12 6
	Freshford Male, . . .	21.9	19 5 0
KILK'S,	Trimblestown Male, . . .	22.5	20 2 6
	Edenderry Male, . . .	69.2	60 7 6
	Ballinagar Male, . . .	14.1	12 5 0
	Tubber Male, . . .	24.5	21 17 6
	Boher Male, . . .	22.5	20 2 6
	Rhode Male, . . .	20.4	17 10 0
	Clara Male, . . .	54.9	48 2 6
	Cannakill Male, . . .	31.4	27 2 6
	Geashill Male, . . .	21.7	16 10 0
	Killavilla Male, . . .	27.9	21 0 0
	St. Manchan's Male, . . .	16.3	14 0 0
	Killeigh Male, . . .	23.7	21 0 0
	Horselcap Male, . . .	28.3	21 0 0
	St. Cronan's Male, . . .	11.5	9 0 0
	Moneygall Male (1), . . .	27.6	21 0 0
	Cloneygown Male, . . .	20.7	15 15 0
	Shannon Bridge Female, . . .	14.9	11 5 0
	Clonhullogh Male, . . .	14.2	10 10 0
	Frankford Male, . . .	10.0	7 10 0
	Pullock Male, . . .	34.5	26 5 0
	Killurine Male, . . .	19.7	15 0 0
	Cloghan Male, . . .	40.1	30 0 0
	Clonfankough Female, . . .	16.7	12 15 0
LOWSON,	Doonoe Male, . . .	18.0	15 15 0
	Raker Male, . . .	18.6	16 12 6
	Bonybegs Male, . . .	20.0	17 10 0
	Bonahy Male, . . .	16.8	14 17 6
	Bonybegs Female, . . .	17.2	14 17 6
	Springtown Male, . . .	13.2	11 7 6
	Castlerock Male, . . .	18.3	15 15 0
	St. Bernard's Abbeyleira Male, . . .	19.6	17 10 0
	Edenmore Male, . . .	37.6	33 5 0
	Killasonna Male, . . .	26.7	23 12 6
	St. Columbkille's Male, . . .	30.2	26 5 0
	Soran Male, . . .	23.8	21 0 0
	Leggah Male, . . .	22.7	20 2 6
	Moyné Male, . . .	47.1	41 2 6
	St. Patrick's Male (Aughnaclyffe), . . .	34.5	30 12 6
	Curragheshill Male, . . .	10.7	9 12 6
	Cloneen Male, . . .	20.5	18 7 6
	St. Joseph's Male, . . .	29.2	25 7 6
	Soran Female, . . .	18.9	16 12 6

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County.	Name of School.	Average Attendance.	Amount Paid.
LONGFORD—con.,	Drumlish Male,	41.6	£ s. d. 31 10 0
	St. Mary's Male,	35.8	27 0 0
	Gaugue Cross Male,	31.5	24 0 0
	Granard Male,	20.6	15 15 0
LOUTH, . . .	St. Patrick's Male,	19.7	17 10 0
	St. Malachy's Female,	25.0	21 17 6
	Kilcurry Male,	11.3	9 12 6
	Willistown Male,	18.2	15 15 0
	Shelagh Male,	18.0	15 15 0
	St. Mary's,	14.3	10 10 0
MEATH, . . .	Courtbane Male,	22.0	16 10 0
	Ballivor Male,	39.5	35 0 0
	Oldcastle Male,	15.4	13 2 6
	Oldcastle Female,	35.3	30 12 6
	Castlejordan Male,	68.3	59 10 0
	Longwood Male,	22.9	17 5 0
QUEEN'S, . . .	Kill Male,	11.0	8 5 0
	Baconstown Female,	10.6	8 5 0
	Heath Male,	30.2	26 5 0
	St. Canice's Male,	25.0	21 17 6
	Kilbricken Male,	18.4	15 15 0
	Mountmellick Male,	41.8	36 15 0
	Oak Male,	49.0	42 17 6
	Ballyfinn Male,	11.6	10 10 0
	Killadooley Male,	15.6	14 0 0
	Clonaslee Male,	29.6	26 5 0
	Ballyroan Male,	13.8	12 5 0
	Rahoon Male,	16.6	14 17 6
	Timahoe Male,	16.7	14 17 6
	Durrow Male,	23.5	21 0 0
	Ballyadams Male,	31.5	28 0 0
	Reary Male,	30.7	27 2 6
	Graigie Male,	16.3	14 0 0
WESTMEATH, . . .	Rushhall Male,	35.5	31 10 0
	Coote-street Mon. Male,	70.8	62 2 6
	Castleknock Male,	19.8	17 10 0
	Foxrock Male,	25.0	18 15 0
	Ballaghmore Male,	18.7	14 5 0
	Shanahoe Male,	29.9	22 10 0
	Monks (1) Male,	19.5	17 10 0
WESTMEATH, . . .	St. Mary's Convent Female (Athlone)	37.5	33 5 0
	Kilcumreragh Male,	17.8	15 15 0
	Tubberclair Male,	35.6	31 10 0

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			£ s. d.
WESTKESKE—CON.	Lismacaffrey Male,	24.6	21 17 6
	Boher Male,	32.1	28 0 0
	Finnea Male,	31.6	28 0 0
	Ballymore Male,	62.9	55 2 6
	Tang Male,	22.8	20 2 6
	Castlepollard Male,	47.4	41 2 6
	Moyvore Male,	29.5	26 5 0
	Kilbeggan Male,	37.9	33 5 0
	Streamstown,	22.6	20 2 6
	Rathwire Male,	43.3	32 5 0
	St. Mary's Male,	37.3	27 15 0
	Ballinagore Male,	34.9	26 5 0
WEXFORD, .	Chapel Male,	17.9	15 15 0
	Kilmore (1) Male,	14.7	13 2 6
	Castlebridge Male,	42.0	36 15 0
	Glynn Male,	16.1	14 0 0
	Baldwinstown Male,	16.8	14 17 6
	Bannow Male,	22.5	20 2 6
	Boolevogue Male,	16.6	14 17 6
	Michael-street (New Ross) Male,	10.1	8 15 0
	Ferna Male,	40.9	35 17 6
	Galbally Male,	11.5	10 10 0
	Tagoat Male,	12.7	11 7 6
	Clonroche Male,	25.4	18 15 0
	Blackwater Male,	33.1	24 15 0
	Adamstown,	26.7	20 5 0
	Kingsland Male,	29.3	21 15 0
WICKLOW, .	Buniskerry Male,	13.1	9 15 0
	Cuttletown Male,	15.3	11 5 0
GALWAY, .	Knockroone Male,	25.5	22 15 0
	Miltown Male,	41.2	35 17 6
	Bossmuck Male,	18.7	16 12 6
	Glenamaddy Male,	12.2	10 10 0
	Portumna Male,	18.7	16 12 6
	Kilgevrin Male,	15.9	14 0 0
	Kileenan Male,	31.9	28 0 0
	Peterswell Male,	24.8	21 17 6
	Eagle's Nest Male,	30.8	27 2 6
	Farm Mixed,	33.8	29 15 0
	Dunmore Male,	20.5	18 7 6
	Cloughanover Male,	26.5	22 7 6
	Kilcoona Male,	36.9	32 7 6
	Loekagh Male,	37.7	33 5 0
	Cappagh Male,	24.7	21 17 6
	Strawberry Hill Male,	23.5	21 0 0
	Clontuskert Male,	16.8	14 17 6

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County.	Name of School.	Average Attendance.	Amount Paid.
GALWAY— <i>continued</i> .	Gurthmore Male,	16.7	£ s. d. 14 17 6
	Ironpool Male,	15.7	14 0 0
	Bullaun Male,	17.1	14 17 6
	Hollygrove Male,	15.6	14 0 0
	Hollygrove Female,	12.7	11 7 6
	Attymon Male,	28.6	25 7 6
	Ballyroe Female,	39.6	35 0 0
	Polredmond Male,	19.5	17 10 0
	Creggs Male,	12.8	11 7 6
	Lentra Male,	37.4	32 7 6
	Kilcroan Male,	21.3	18 7 6
	Kilhegnet Male,	22.6	20 2 6
	Ardrahan Male,	23.6	21 0 0
	Annadown Male,	56.5	42 15 0
	Laurencetown Male,	23.2	17 5 0
	Dulgin Male,	19.4	14 5 0
	Belmont,	21.1	15 15 0
	Kilheacanty (2),	29.6	22 10 0
	Esker Male,	21.9	14 10 0
	Kilgevrin Female,	17.5	13 10 0
	Clydagh Male,	70.5	62 2 6
	Inishmaine Male,	12.0	9 0 0
	Caheristrane Male,	18.9	14 5 0
	Frinryland Male,	18.1	12 10 0
	Tohheroe Male,	16.9	12 15 0
	Gortnadeve Male,	32.6	24 15 0
	Creagh Female,	11.1	8 5 0
	Gort Male,	10.6	8 5 0
	Ballinasloe Male,	16.0	12 0 0
	Duniry Mixed,	81.8	71 15 0
	Toberroe Male,	13.9	7 0 0
	Tiernee Male,	15.4	13 2 6
	Killalaghton,	35.7	27 0 0
LEITRIM,	Gortletteragh Male,	22.8	20 2 6
	Drumshambo Male (3),	10.6	9 12 6
	Cornagee Male,	34.5	30 12 6
	Drumkeelanmore Male,	22.6	20 2 6
	Cloonturk Male,	52.6	46 7 6
	Killyclogher Male,	28.0	24 10 0
	Corderay Female,	16.0	14 0 0
	Corderay Male,	41.6	36 15 0
	Drumkeeran Male,	27.7	24 10 0
	Whiterock,	13.2	11 7 6
	Killegar Male,	9.8	8 15 0
	Tullyorka Female,	13.9	12 5 0
	Manorhamilton Female,	29.1	25 7 6
	Cullentra Male,	16.4	14 0 0
	Shannon View Female,	22.7	20 2 6
	Killargue Male,	17.6	15 15 0
	Tullynacross Female,	29.8	26 5 0
	Brockagh Male,	17.2	14 17 6
	Adoon Male,	12.5	11 7 6

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			£ s. d.
LONDON—continued.	Dargoon Male,	29·8	26 5 0
	Corsebrook Male,	31·4	23 5 0
	Drumadorn Male,	40·0	30 0 0
	Tullycleevan Female,	13·0	9 15 0
	Kilmore Female,	14·7	11 5 0
	Tullycleevan Male,	21·9	16 10 0
	Tarmon Female,	13·8	10 10 0
	Lisacoghill Male,	15·2	11 5 0
	Shannon View Male,	21·2	15 15 0
	Mullaghduff Male,	13·1	9 15 0
	Shirdslagh Male,	15·5	12 0 0
	Gowlaun Male,	35·4	26 5 0
	Drumkeel Male,	17·1	12 15 0
	Moneenatieve Female,	14·0	10 10 0
	Cornamona Male,	26·6	20 5 0
	Tarmon Male,	22·0	16 10 0
	Manorhamilton Male,	27·8	21 0 0
	Moneenatieve Male,	26·1	19 10 0
	Augharan Male,	29·0	21 15 0
	Lugnaskechan Male,	10·9	8 5 0
	Tullynacross Male,	16·7	12 15 0
	Ballaghameehan Male,	27·7	21 0 0
	Fearglass Male,	40·0	30 0 0
	Fearglass Female,	22·1	16 10 0
MAYO,	Shanamonragh Male,	15·2	13 2 6
	Drimsdale Male,	21·0	18 7 6
	Newport Male,	20·5	18 7 6
	Killasser Mixed,	34·4	29 15 0
	Carramore Mixed,	29·2	25 7 6
	Treen Male,	22·5	20 2 6
	Kilmaine Male,	31·9	28 0 0
	St. John's (Breafty) Mixed,	26·5	23 12 6
	Rooskey Male,	28·1	24 10 0
	Lowpark Female,	19·1	16 12 6
	Mount Pleasant Mixed,	24·1	21 0 0
	Tawnyinagh Male,	28·6	25 7 6
	Derreen Mixed,	30·8	27 2 6
	Lowpark Male,	26·8	23 12 6
	Corthoon Male,	14·1	12 5 0
	Glenamoy Male,	32·5	28 17 6
	Lahardane,	12·6	11 7 6
	Shrule Female,	14·3	12 5 0
	Kilroe Male,	21·9	19 5 0
	Glenmask Male,	17·4	12 15 0
	Burkecarra,	38·1	28 10 0
	Aughleam,	13·5	10 10 0
	Ballinvilla Male,	11·2	8 5 0
	Brusna Female,	32·6	24 15 0
	Myna Male,	16·9	12 15 0
	Rosdunane Male,	37·5	28 10 0
	Drimsdale Female,	16·6	12 15 0
	Belcarra Mixed,	36·7	27 15 0

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County.	Name of School.	Average Attendance.	Amount Paid.
MAYO— <i>continued</i> .	Manulla Male,	26.9	£ s. d. 20 5 0
	Glansaul Male,	13.7	10 10 0
	Letter (St. Joseph's) Male,	20.8	22 10 0
	Aughness Ferry Female,	10.7	8 5 0
	Portlurin Mixed,	38.0	28 10 0
	Killitane Male,	27.6	21 0 0
	Derreendafderg Male,	16.5	12 15 0
	Glenmore Male,	24.8	18 15 0
	Knocks Mixed,	40.8	35 5 0
	Bunnacurry Mixed,	12.2	9 0 0
	Clocatane Male,	29.8	22 10 0
	Bangor Erris Male,	32.5	24 15 0
	Cross Female,	22.7	17 5 0
	Derradda Male,	18.5	14 5 0
	Doelough Male,	32.7	24 15 0
	Corthoon Female,	13.5	10 10 0
	Eskeragh Male,	10.9	8 5 0
	Currahaggan Male,	45.6	34 10 0
	St. James's Male (Barnacogue),	19.3	14 5 0
	St. James's Female (Barnacogue),	17.9	13 10 0
	Belderg Male,	16.1	12 0 0
	Logboy Male,	21.4	15 15 0
	Tonragee Male,	19.8	15 0 0
	St. Columba's (Cogaule),	22.9	17 5 0
	Drumgallagh Male,	14.8	11 5 0
	Currahilly Male,	14.5	11 5 0
	Cashel Male,	15.8	12 0 0
	Doohoma Male,	27.3	20 5 0
	Cullane Female,	17.1	12 15 0
	Glan Male,	18.4	13 10 0
	Kilmore Male,	21.5	16 10 0
	Ballindine Male,	35.0	26 5 0
	Manulla Female,	19.7	15 0 0
	Richmond Female,	9.9	7 10 0
	Richmond Male,	20.8	15 15 0
	Glencastle Male,	21.5	16 10 0
	Keonagh Male,	11.8	9 0 0
	Gortjordan Male,	18.5	14 5 0
	Letterbrick Female,	15.4	11 5 0
	Iniskea North Male,	12.5	9 15 0
	Iniskea South Male,	20.9	15 15 0
	Carratigue Male,	18.7	14 5 0
	Inver Male,	25.5	19 10 0
	Pollathomas Male,	33.8	25 10 0
	Bekan Male,	11.1	8 5 0
	Letterbrick Male,	15.5	12 0 0
	Cleggan Female,	10.6	8 5 0
	Ballintubber Mixed,	49.7	37 10 0
	Moorehall Mixed,	27.7	21 0 0
	Balla Mixed,	49.6	37 10 0
	Clogher Mixed,	56.2	42 0 0
	Shrule Male,	22.1	16 10 0
	Cloondaff Male,	23.3	17 5 0
	Rosaport Male,	10.8	8 5 0

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County.	Name of School.	Average Attend- ance.	Amount Paid.
			£ s. d.
Roscommon,	Boheroe Male,	32.5	28 17 6
	Roscommon Convent Female,	85.6	75 5 0
	Clooncagh Male,	47.3	41 2 6
	Cloonfree Male,	14.5	13 2 6
	Carrowerin Male,	43.0	37 12 6
	Killycreeghton Male,	18.6	16 12 6
	Knockroe Male,	32.2	28 0 0
	Strokestown Male,	15.7	14 0 0
	Curraghroe Male,	76.5	67 7 6
	Taughmacconnell Female,	15.1	13 2 6
	Drinatemple Male,	18.3	15 15 0
	Caddebrook Male,	14.9	13 2 6
	Oroghan Male,	27.3	23 12 6
	Dangan Male,	38.5	34 2 6
	Lisdrumneil Male,	26.4	22 15 0
	Cortubber Male,	24.5	21 17 6
	Drumnullin Male,	47.2	41 2 6
	Clooneullawn Male,	17.2	14 17 6
	Greaghcarra Male,	28.7	25 7 6
	Ballyroddy Male,	32.5	28 17 6
	Weekfield Male,	29.0	25 7 6
	Serabagh Male,	31.9	28 0 0
	Greaghafarna Male,	28.9	25 7 6
	Loughglynn Male,	39.9	35 0 0
	Drumminardly Male,	34.2	29 15 0
	Roskey Male,	27.9	24 10 0
	Lisdrumneil Female,	13.1	11 7 6
	Ballinameen Male,	23.9	21 0 0
	Frenchpark Male,	20.0	17 10 0
	Slattis Male,	32.0	28 0 0
	Lisacul Male,	45.2	39 7 6
	Ballyfarnon Female,	16.1	14 0 0
	Northyard Male,	25.5	22 15 0
	Clonfad Female,	27.5	24 10 0
	Lakeview,	28.0	21 0 0
	Mt. Delvin Male,	28.1	21 0 0
	Mt. Delvin Female,	20.5	10 10 0
	Belanagare Male,	26.1	19 10 0
	Kiltesvan Male,	21.3	18 7 6
	Carrowerin Female,	19.6	17 10 0
	Balla Female,	23.8	21 0 0
	Drumpark Male,	12.3	9 0 0
	Kiltrustan,	24.6	18 15 0
	Ballintubber Male,	26.4	19 10 0
	Glanduff Male,	25.5	19 10 0
	Taughmacconnell Male,	22.5	17 5 0
	Castlecoote Male,	17.3	12 15 0
	Don Male,	13.6	10 10 0
	Famore Male,	45.6	34 10 0
	Ballagh Male,	31.7	24 0 0
	Ballymistan Male,	18.0	13 10 0
	Treen Male,	19.5	15 0 0
	Gorthagunny Male,	24.9	18 15 0
	Lisniska Male,	19.9	15 0 0
	Palmfield Male,	21.3	15 15 0

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County.	Name of School.	Average Attendance.	Amount Paid.
ROSCOMMON—con.,	Anghrim Male,	33.1	£ 24 15 0
	Currassallagh Male,	17.0	12 15 0
	Elphin Male,	29.6	22 10 0
	Cloonfad Female,	17.0	12 15 0
	Athleague Male,	25.3	18 15 0
	Earlspeak Female,	11.0	8 5 0
	Mount Welcome Female,	12.6	9 15 0
	Highlake Monastery Male,	29.3	21 15 0
	Derryishan Male,	25.5	19 10 0
	Scardane Male,	16.3	12 0 0
	Clishaganny Male,	10.1	7 10 0
	Carragha Male,	27.1	20 5 0
	Cloonfad Male,	13.0	9 15 0
	Cloonfad Male,	21.5	16 10 0
SLIGO,	Kilmactigue Female,	27.3	23 12 6
	Culfadda Male,	39.9	35 0 0
	Ballyweelin Male,	41.1	35 17 6
	Kilmactigue Male,	32.1	28 0 0
	Curry Male,	35.6	32 7 6
	Ballinacarrow Male,	22.7	20 2 6
	Rathcoormac Male,	32.9	28 17 6
	Corney Male,	31.5	28 0 0
	Coolavin Male,	37.4	32 7 6
	Breaghwy Male,	40.3	42 17 6
	St. Michael's Female,	19.4	16 12 6
	Carrowrile Male,	30.0	26 5 0
	Carrowmore Male,	18.8	16 12 6
	St. Michael's Male,	30.2	26 5 0
	Drinina Male,	16.1	14 0 0
	Grange Male,	32.6	28 17 6
	Stokane Male,	11.2	9 12 6
	Cloonanure Male,	25.1	21 17 6
	St. James' Well Male,	14.0	12 5 0
	Castlerock Female,	12.6	9 15 0
	Banada Male,	15.5	12 0 0
	Kilmacowen Male,	33.7	25 10 0
	Knockaren Male,	25.8	19 10 0
	Cliffoney,	41.8	31 10 0
	Ballyconnell Male,	18.7	14 5 0
	Castlegall Male,	37.3	27 15 0
	Carrowrile Female,	22.2	16 10 0
	Clohogue Male,	16.0	12 0 0
	Annaghmore Male,	27.7	21 0 0
	Forthill Male,	37.6	25 10 0
	St. Michael's Female,	55.8	42 0 0
	Benbulbin Male,	15.1	11 5 0
	Townabrack Male,	19.7	16 0 0
	Castlerock Male,	20.0	15 0 0
	Tempieterrace Male,	20.0	15 0 0
	Corbally Male,	25.8	19 10 0

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Appendix.
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Rules.

RULES AND REGULATIONS
OF
THE COMMISSIONERS
OF
NATIONAL EDUCATION
IN
IRELAND.

1902.

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NOTE.—Rules and portions of Rules printed in Italics did not appear in the Code of 1898, or appeared in that Code in a different form.

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RULES AND REGULATIONS OF THE COMMISSIONERS OF NATIONAL EDUCATION IN IRELAND.

SECTION I.—GENERAL PRINCIPLES OF THE SYSTEM OF NATIONAL EDUCATION.

1. The object of the system of National Education is to afford combined literary and moral, and separate religious instruction, to children of all persuasions, as far as possible, in the same School, upon the fundamental principle that no attempt shall be made to interfere with the peculiar religious tenets of any description of Christian pupils. Object and fundamental principle.
2. It is the earnest wish of His Majesty's Government, and of the Commissioners, that the Clergy and Laity of the different religious denominations should co-operate in conducting National Schools.
3. The Commissioners by themselves, or their Officers, are to be allowed to visit and examine the Schools whenever they think fit.
4. The Commissioners will not change any fundamental Rule without the express permission of His Excellency the Lord Lieutenant.
5. The Commissioners will not withdraw, or essentially alter, any book that has been, or shall be hereafter, unanimously published or sanctioned by them, without a previous communication with the Lord Lieutenant.

SECTION II.—COMBINED LITERARY AND MORAL INSTRUCTION.

6. (a.) In all Day National Schools not less than four hours a day including intervals as specified at (d.) must be provided on the Time Table for ordinary secular instruction on at least five days in the week. School attendance.
The time for secular instruction may consist of a single meeting of at least four hours' duration, or of two meetings of at least two hours each, with an interval of not less than one hour between the meetings. Alternative arrangements.
- (b.) An "attendance" means presence at secular instruction during four hours. If the School meets twice a day presence at secular instruction during two continuous hours will count as a "half attendance." The calling of the Rolls and the recording in the Daily

Rule 6—continued.

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Report Book of the number present must be completed before the time prescribed for the commencement of the "attendance" or "half attendance."

(c.) A pupil who at any meeting of the School does not remain under instruction until the conclusion of the time prescribed for the "attendance" or "half attendance," as the case may be, cannot claim credit for being present at that meeting, and the mark denoting an incomplete attendance must be made at once.

(d.) The minimum time constituting an "attendance" may include an interval for recreation of not more than ten minutes in a meeting of two hours, and of not more than half an hour in one of four hours. During the time of recreation the pupils must be under the careful supervision of the Teachers.

Dinner time
arrangements.

(e.) *The Teacher of any National School, however, in which there is only one meeting of the school per day, is at liberty, with the approval of Manager, to allow any pupil home for dinner during the time allowed for recreation, on the written application of the parent of such child. The Manager is at liberty to withdraw the permission given in the case of any child at any time. No arrangement can be sanctioned by which the time for the secular instruction of any child will be reduced below 3½ hours daily, exclusive of the dinner time. A separate folio of the Roll Book or a separate Roll Book is to be provided, in which the names of such children shall be inscribed. If the child be late returning, or does not return, credit shall be given only for half-attendance on that day, and the calculation of "attendances" shall be made in respect of such children in the manner already prescribed in the case of schools in which there are two meetings in the day.*

(f.) In the case of pupils enrolled in the Infants' Classes in Schools where Senior Classes are also taught, the minimum time constituting an "attendance" may be reduced from four hours to three, and the minimum time constituting a "half attendance" may be reduced from two hours to one hour and a half, the same intervals being allowed for recreation as in (d.). *Managers of Infant National Schools may exercise a discretion as to permitting, in special cases, infant children to leave school after three hours' secular instruction.*

(g.) The Commissioners will decide in each case whether two separate meetings in a school day may be allowed, and if so, under what conditions

Time Table.

7. The "Time Table" must be kept constantly hung up in a conspicuous place in the School-room.

Secular and
Religious
instruction.

8. No secular instruction, literary or industrial, shall be carried on in the same apartment, during school-hours, simultaneously with religious instruction.

School-hours.

9. The term "School-hours" is always to be understood to mean the entire time in each day, from the opening of the School to the closing of the same for the dismissal of the pupils; or in Schools having two meetings daily, the term means the entire time from the commencement to the close of each meeting.

School not to
be held in a
place of
worship

10. No aid will be granted to a School held in a place of worship; nor will the Commissioners sanction the transfer of an existing School to a place of worship even for a temporary period.

11. When a School-room is in any way connected with a place of worship, there must not be any direct internal communication between the School-room and such place of worship.

12. *The Commissioners will not sanction any inscription containing the name of any religious denomination or appearing to them to imply that the School is conducted for the exclusive benefit of the children of any particular religious denomination.*

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Inscription.

13. No emblems or symbols of a denominational nature shall be exhibited in the School-room during the hours of united instruction; nor will the Commissioners, in future, grant aid to any School which exhibits on the exterior of the buildings any such emblems.

Denomina-
tional
emblems not
permitted.

14. The Commissioners require that the principles of the following Lesson, or of a Lesson of a similar import (if approved of by the Commissioners), shall be strictly inculcated, during the time of united instruction, in all Schools received into connexion with the Board, and that a copy of the Lesson itself be hung up in each School:—

General
Christian
Lesson.

Christians should endeavour, as the Apostle Paul commands them, to live peaceably with all men (Rom. ch. xii., v. 18), even with those of a different religious persuasion.

Our Saviour, Christ, commanded His disciples to love one another. He taught them to love even their enemies, to bless those that cursed them, and to pray for those who persecuted them. He himself prayed for His murderers.

Many men held erroneous doctrines, but we ought not to hate or persecute them. We ought to hold fast what we are convinced is the truth; but not to treat harshly those who are in error. Jesus Christ did not intend His religion to be forced on men by violent means. He would not allow His disciples to fight for Him.

If any persons treat us unkindly, we must not do the same to them; for Christ and His apostles have taught us not to return evil for evil. If we would obey Christ, we must do to others, not as they do to us, but as we would wish them to do to us.

Quarrelling with our neighbours and abusing them, is not the way to convince them that we are in the right, and they in the wrong. It is more likely to convince them that we have not a Christian spirit. We ought, by behaving gently and kindly to every one, to show ourselves followers of Christ, Who, when He was reviled, reviled not again (1 Pet. ch. ii., v. 23).

SECTION III.—RELIGIOUS INSTRUCTION.

15. Opportunities are to be afforded (as hereinafter provided) to the children of all National Schools for receiving such religious instruction as their parents or guardians approve of.

Opportunities
for Religious
Instruction.

16. Religious instruction must be so arranged (a.) that each School shall be open to children of all communions for combined literary and moral instruction; (b.) that, in respect of religious instruction, due regard be had to parental right and authority; and, accordingly, that no child shall receive, or be present at, any religious instruction of which his parents or guardians disapprove; and (c.) that the time for giving religious instruction be so fixed that no child shall be thereby, in effect, excluded, directly or indirectly, from the other advantages which the School affords.

Attendance at
Religious
Instruction.

17. (a.) A public notification of the times for religious instruction must be inserted in large letters in the "Time Table" supplied by the Commissioners, who recommend (b.) that, as far as may be practicable, the general nature of such religious instruction be also stated therein; (c.) and such notification of the time and nature of the religious instruction is the only one that can be exhibited in the School during the time set apart for literary instruction.

Public notifi-
cation.

18. When the secular precedes the religious instruction, the Teacher must, immediately before the commencement of the latter, announce distinctly to the pupils that the hour for religious instruction has arrived, and must put up, and keep up, during the period allotted for

Rule 18—continued.

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such religious instruction, and within the view of all the pupils, a notification thereof containing the words "Religious Instruction," printed in large characters, on the form supplied by the Commissioners. Similarly when the School commences with religious instruction, the Teacher is to put up and keep up the same notification.

19. Also, when the secular precedes the religious instruction in any National School, there shall be a sufficient interval between the announcement and the commencement of the religious instruction; and whether the religious or the secular instruction shall have precedence in any National School, the books used for the instruction first in order shall be laid aside at its termination, in the press or other place appropriated for keeping the School books.

Vested Schools.
Pastors, &c.,
may give
religious
instruction.

20. In vested Schools such pastors or other persons as shall be approved of by the parents or guardians of the children respectively, shall have access to them in the School-room, for the purpose of giving them religious instruction there, at times convenient for that purpose—that is, at times so appointed as not to interfere unduly with the other arrangements of the School.

Non-vested
Schools.
Managers to
determine as to
religious
instruction.

21. In non-vested Schools, it is for the Patrons or Local Managers to determine whether any, and if any, what religious instruction shall be given in the School-room; but if they do not permit it to be given in the School-room, the children whose parents or guardians so desire, must be allowed to absent themselves from the School, at reasonable times, for the purpose of receiving such instruction elsewhere.

Reading of the
Holy Scriptures

22. (a.) The Patrons and Managers of all National Schools have the right to permit the Holy Scriptures, either in the "Authorized" or Douay Version, to be read at the time or times set apart for religious instruction; (b.) and in all Vested Schools the parents or guardians of the children have the right to require the Patrons and Local Managers to afford opportunities for the reading of the Holy Scriptures, in the School-room, under proper persons approved of by the parents or guardians for that purpose.

23. The reading of the Scriptures, either in the "Authorized" or in the Douay Version,—the teaching of Catechisms,—public prayer,—and all other religious exercises, come within the rules as to religious instruction.

Time for
religious
instruction.

24. (a.) Religious instruction, prayer, or other religious exercises, may take place before and after the ordinary School business (during which all children, of whatever denomination they may be, are required to attend); and may take place at one intermediate time between the commencement and the close of the ordinary school business. (b.) The Commissioners, however, will not sanction any arrangement for religious instruction, prayer, or other religious exercises at an intermediate time in cases where it shall appear to them that such arrangement will interfere with the usefulness of the School by preventing children of any religious denomination from availing themselves of its advantages, or by subjecting those in attendance to any inconvenience.

(c.) With the above exception, the secular School business must not be interrupted or suspended by any spiritual exercise whatsoever.

(d.) The Commissioners earnestly recommend that Religious Instruction shall take place either immediately before the commencement, or

Rule 24—continued.

immediately after the close, of the ordinary School business : and (c.) they further recommend that, whenever the Patron or Local Manager thinks fit to have religious instruction at an intermediate time, a separate apartment shall (when practicable) be provided for the reception of those children who, according to these Rules, should not be present theret.

25. The Register and Roll Book kept in each School, according to the Forms furnished by the Commissioners, must show the religious denomination of each child attending the School.

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Religion of
pupil to be
registered.

26. The religious denomination is to be ascertained from the parent (the father, if possible) or the guardian of the pupil, and is to be entered in the Register according to his wish.

27. (a.) No pupil who is registered by his or her parents or guardians as a Protestant is to be permitted to remain in attendance during the time of religious instruction in case the Teacher giving such instruction is a Roman Catholic ; and (b.) no pupil who is registered by his or her parents or guardians as a Roman Catholic is to be permitted to remain in attendance during the time of religious instruction in case the Teacher giving such instruction is not a Roman Catholic. (c.) And further, no pupil is to be permitted to remain in attendance during the time of any religious instruction to which his or her parents or guardians object.

Conscience
clause.

(d.) Provided, however, that in case any parent or guardian shall express a desire that the child should receive any particular religious instruction, and shall record such desire in the book provided for that purpose in the School, this prohibition shall not apply to the time during which such religious instruction only is given.* (e.) The entry in the book shall be signed with the name or mark of the parent or guardian, and the book shall be submitted to the Inspector whenever he visits the School. (f.) The Certificate Book must not be removed from the School-room. (g.) The signing of it must in all cases be the spontaneous act of the parent or the guardian of the pupil (the father, if possible).

The following is the Form of Certificate Book :—

Roll No., _____ School, _____ County, _____
Name of Teacher who gives Religious Instruction, _____
Religious Denomination of do., _____

CERTIFICATE OF PARENT OR GUARDIAN.

In case a Parent or Guardian should wish his Child to receive religious instruction from a Teacher who is of a religious denomination different from that of the Child, or from a Teacher who gives any religious instruction different from that which is in accordance with the creed of the Child, the following Certificate is appointed for use by such Parent or Guardian.]

NOTE.—As some doubts have arisen as to the interpretation of the Rule, attention is requested to the following minute of the Board :—

"The object of the Rule is more fully to carry out the general principle of the Board, that no child is to receive any religious instruction contrary to the wishes of his parent. Accordingly the Rule first provides for the case where the Teacher is a Protestant and the child a Roman Catholic, or vice versa. In this case the dissent of the parent is implied, and no religious instruction can be given to a child by a Teacher of the different creed unless the parent expressly requests it. But where the

* Such expression of desire may at any time be revoked by the parent or guardian and shall thereupon become inoperative.

Rule 27—continued.

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Teacher and the child are both Protestants, whether of the same denomination or of different denominations, the dissent of the parent will not be implied. In this case religious instruction in the Scriptures or in his own Catechism may be given to the child unless the parent expressly forbids it. In each case, however, the assent or dissent, whether implied or expressed, may be modified by an entry, duly signed by the parent in the Certificate Book of Religious Instruction; but no pupil is to be permitted to be present whilst instruction is being given in the Catechism of a different persuasion from his or her own, without the express sanction of his or her Parent or Guardian written in the Form provided.*

I ⁽¹⁾ ———, being the ⁽²⁾ ——— of ⁽³⁾ ———, who is registered by me as ⁽⁴⁾ ——— in the School Register of the ⁽⁵⁾ ——— National School, hereby certify that it is my desire that the said ⁽⁶⁾ ——— shall receive instruction in ⁽⁷⁾ ——— during the time set apart for Religious Instruction.

Signature of Parent or Guardian, ⁽⁸⁾ ———

Witness, if signed by "Mark," ———

Dated ——— day of ———, 19—.

- (1) Insert the name of the Parent or Guardian who makes the Certificate.
(2) Insert the relationship of the Parent or Guardian; as—“Father,” “Mother,” “Aunt,” &c.
(3) Insert the name of the Pupil.
(4) Insert the registered religion of the Pupil.
(5) Insert the name of the National School.
(6) Insert the name of the Pupil again.
(7) Insert in full the nature of the Religious Instruction as—The Holy Scriptures in the “Authorized” Version—The Roman Catholic Catechism—The Protestant Catechism, &c., &c. This is to be written by the Parent or Guardian; but in case the Parent or Guardian cannot write, it may be written by the Teacher.
(8) The Parent or Guardian is here to inscribe his name. If the Parent or Guardian is unable to write his or her name, he or she is to sign by mark; but this mark must be witnessed by some respectable third party.

CERTIFICATE OF TEACHER.

I hereby certify that before ⁽¹⁾ ——— signed the above Certificate, I read aloud to ⁽²⁾ ——— the following Rule of the Commissioners of National Education:—

“No Pupil who is registered by his or her Parents or Guardians as a Protestant is to be permitted to remain in attendance during the time of religious instruction in case the Teacher giving such instruction is a Roman Catholic; and no Pupil who is registered by his or her Parents or Guardians as a Roman Catholic is to be permitted to remain in attendance during the time of religious instruction in case the Teacher giving such instruction is not a Roman Catholic. And farther, no Pupil is to be permitted to remain in attendance during the time of any religious instruction to which his or her Parents or Guardians object.

“Provided, however, that in case any Parent or Guardian shall express a desire that the Child should receive any particular religious instruction, and shall record such desire in the Book provided for that purpose in the School, this prohibition shall not apply to the time during which such religious instruction only is given.* The entry in the Book shall be signed with the name or mark of the Parent or Guardian, and the Book shall be submitted to the Inspector whenever he visits the School.”

And I further certify that I believe when the said ⁽²⁾ ——— signed the above Certificate ⁽³⁾ ——— had a full apprehension of the meaning and force of the Rule, and also of the true intent and object of the Certificate.

Signature of Teacher, ———

Dated ——— day of ———, 19—.

* Such expression of desire may at any time be revoked by the Parent or Guardian and shall thereupon become inoperative.

Rule 27—continued.

CERTIFICATE OF INSPECTOR.

I hereby certify that I have examined the Certificate of (1) _____ and also of the Teacher (2) _____ above set forth, and that I am satisfied as to the genuineness of each.

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Signature of Inspector, _____

Dated — day of _____, 19—.

(1) Insert the name of the Parent or Guardian.

(2) Insert the name of the Parent or Guardian.

(3) Insert the name of the Parent or Guardian.

(4) Insert "him" or "her."

(5) Insert "he" or "she"

(6) Insert the name of the Teacher.

28. If any books other than the Holy Scriptures, or the standard books of the Church to which the children using them belong, be employed in communicating religious instruction, the title of each is to be made known to the Commissioners whenever they deem it necessary. Books for Religious Instruction.

29. The Commissioners do not insist on the "Scripture Lessons" or "Scripture book of "Sacred Poetry" being read in any of the National Schools, nor do they allow them to be read as part of the ordinary School business (during which all children, of whatever denomination they may be, are required to attend) in any School attended by children whose parents or guardians object to their being read by their children. "Scripture Lessons," "Sacred Poetry."

In such cases the Commissioners prohibit the use of these books, except at times set apart for the purpose, either before or after such ordinary School business, and under the following conditions:—

First—That no child, whose parent or guardian objects, shall be required, directly or indirectly, to be present at such reading.

Second—That in order that any children, whose parents or guardians object, may be at liberty to absent themselves, or to withdraw, at the time set apart for the reading of the books above specified, public notification of the time set apart for such reading shall be inserted in large letters in the Time-table of the School; that there shall be a sufficient interval between the conclusion of such ordinary School business and the commencement of such reading; and that the Teacher shall, immediately before its commencement, announce distinctly to the pupils, that any child whose parent or guardian so desires may then retire.

Third—That in every such case there shall be, exclusive of the time set apart for such reading, sufficient time devoted each day to the ordinary School business, in order that those children who do not join in the reading of these books may enjoy ample means of literary instruction in the School-room.

30. When using the "Scripture Lessons," the Teachers are prohibited, except at the time set apart for religious instruction, from putting to the children any other questions than those appended at the end of each lesson.

31. The use of the Tablet furnished by the Commissioners, containing the Ten Commandments, is not compulsory.

32. The rules as to religious instruction do not apply, except in the way hereinbefore stated, to the "Scripture Lessons" and the book of "Sacred Poetry," or to the matter contained in the common School-books, or in any other book, the use of which the Commissioners may at any time sanction for the purpose of united instruction.*

* NOTE.—See Practical Rules for Teachers, Rule 190.

SECTION IV.—USE OF NATIONAL SCHOOL-HOUSES.

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Vested and
Non-Vested
Schools.

33. The Schools to which the Commissioners grant aid are divided into two classes, viz. :—

1st. Vested Schools, of which there are two sorts, namely :—

(a.) Those vested in the Commissioners ; and,

(b.) Those vested in Trustees, for the purpose of being maintained as National-Schools ;

2nd. Non-Vested Schools, the property of private individuals.

Both these classes of Schools are under the control of Patrons or Local Managers.

Use of Vested
School-houses.

34. Vested School-houses must be used exclusively for the education of the pupils attending them, unless with the special approval of the Commissioners ; but, on Sundays, they may be employed for Sunday Schools, with the sanction of the Patrons or Local Managers, subject, in cases leading to contention or abuse, to the interference of the Commissioners.

Use of Non-
vested School-
houses.

35. In Non-vested Schools, the Commissioners do not, in ordinary cases, exercise control over the use of the School-houses on Sundays, or before or after the School-hours on the other days of the week ; such use being left to the Patrons or Local Managers, subject to the limitations of Rule 36, and to the interference of the Board in cases leading to contention or abuse.

Political
meetings.

36. No political meetings shall be held in National School-houses, whether Vested or Non-vested ; nor shall any political business whatever be transacted therein. National School-houses may, by Act of Parliament, be used as polling booths for the election of Members of Parliament, and for elections under the *Local Government (Ireland) Act, 1898, on the requisition of the Sheriff, but the Commissioners do not sanction the use of National School-houses for meetings called to support or discuss the claims of a candidate or candidates for the office of District or County Councillor under the Local Government (Ireland) Act, 1898.*

Political
emblems.

37. No emblems or symbols of a political nature shall at any time be exhibited in the School-room or affixed to the exterior of the buildings ; nor shall any placards whatsoever, except such as refer to the legitimate business of school management, be affixed thereto.

SECTION V.—ADMISSION OF VISITORS TO NATIONAL SCHOOLS.

Visitors
admitted
during
secular
instruction.

38. The public, generally, must have free access to every National School during the hours devoted to secular instruction,—not to take part in the ordinary business, or to interrupt it, but, as Visitors, to observe how it is conducted.

Visitors may
examine
certain School
records.

39. (a.) Visitors of all denominations are to have free access to the School-rooms, and full liberty to examine the Religious Instruction Certificate Book, Daily Report Book, and Rolls, but not to make extracts ; to observe what books are in the hands of the children, or upon

Rule 39—continued.

the desks, what tablets are hung up on the walls, and what is the method of teaching; (b.) but they are not to interrupt the business of the School by asking questions of the children, examining classes, calling for papers or documents of any kind, except those specified, or in any other way diverting the attention of either Teachers or Scholars from their usual business.

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Table.

(c.) Any School Attendance Officer appointed under the Irish Education Act, 1892, and duly authorized by his School Attendance Committee, shall be permitted to examine at convenient times during School hours, the Rolls, Daily Report Book, and Register Book of any National School, and to make such extracts therefrom regarding the names, residences, and attendances of the pupils, and of the average daily attendance at the School, as he may require for the purpose of carrying out his duties under the said Act.

School

Attendance

Officer may

make extracts

from School

records.

40. Should any Visitors wish for information which they cannot obtain by such an inspection, it is the duty of the Teachers to refer them to the Local Manager of the School.

41. As the religious instruction of the children given in the School room is under the control of the Clergyman or Lay person communicating it with the approbation of their parents, the Commissioners can give no liberty to any Visitor, whether Clergyman or other person, to interfere therewith, or to be present thereat.

Presence of

visitors at

religious

instruction.

(See also Rule 191 as to receiving Visitors).

SECTION VI.—PATRONAGE AND MANAGEMENT OF NATIONAL SCHOOLS.

42. The government of the National Schools is vested in the Patrons or Local Managers thereof.

Government of

National

Schools.

43. The Commissioners recognise as the Patron the person who applies in the first instance to place the School in connexion with the Board, unless it be otherwise specified in the application.

The Patron.

44. (a.) The Patron has the right of managing the School himself, subject to the regulations of the Commissioners, or of nominating any fit person to act as Local Manager of the School.

Rights of

Patrons.

(b.) The Patron may, at any time, resume the direct management of the School, or appoint another Local Manager.

(c.) The Local Manager possesses all the powers of the Patron, except that of appointing a Manager.

Local

Manager.

(d.) The Local Manager is the person who is charged with the direct government of the School, the appointment and removal of Teachers, and the carrying on of the necessary correspondence with the Commissioners.

Functions of

Local Manager.

(e.) A person, to be eligible for the position of Local Manager of a School, must be either a clergyman or other person of good position in society, must reside within a convenient distance from the School, and must undertake to visit the School frequently, and to check and certify the correctness of the School returns furnished to the National Education Office.

Qualifications

of Local

Manager.

(f.) Before finally sanctioning the appointment of any person as Manager for the first time, the Commissioners require from him an undertaking in writing to have their Rules and Regulations complied with.

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A "School"
Committee
is Patron.
Trustees are
Patrons.

45. (a.) When a School is under the control of a School Committee,* such School Committee is the Patron. (b.) The Commissioners cannot sanction any arrangement by which the Teacher of a National School can be a member or officer of any School Committee.

46. When a School is vested in Trustees, the Commissioners recognise the Trustees as Patron.

Patron named
in Lease.

47. When a School is vested in the Commissioners, the name of the Patron or Patrons is inserted in the lease.

Appointment
of new Patron
in case of
resignation.

48. (a.) If a Patron wishes to resign the office, he has the power of nominating his successor, subject to the approval of the Board. (b.) But if the Patron refuses or neglects to exercise this power, the selection of a Patron may be made by the Commissioners.

Recognition of
Patron or of
Local Manager.

49. In all cases the Commissioners reserve to themselves the power of determining whether the Patron, or the person nominated by him, either as his successor, or as Local Manager, can be recognised by them as a fit person to exercise the trust.

Withdrawal of
recognition of
Patron or of
Local Manager.

50. (a.) The Commissioners also reserve to themselves the power of withdrawing the recognition of a Patron or of a Local Manager if he shall fail to observe the rules of the Board, or if it shall appear to them that the educational interests of the district require it. (b.) But such recognition will not be withdrawn without an investigation into the above matters held after due notice to the Patron or Local Manager, and to all parties concerned.

Vacancy in
Patronship by
death.

51. (a.) In the case of a vacancy in the Patronship by death, the representative of a lay Patron, or the successor of a clerical Patron, is recognised by the Board (where no valid objection exists) as the person to succeed to the Patronship of the School. (b.) But if such representative, or clerical successor, refuses to accept, or is ineligible for, the office of Patron, the selection of a Patron may be made by the Commissioners.

52. When a School is under the patronage of joint Patrons, Trustees, or of a Committee, a Local Manager should be appointed by them.

Rights and
powers of
Managers.

53. (a.) The Managers of Schools have the right of appointing the Teachers, subject to the approval of the Board, as to character and general qualifications. (b.) The Managers have also the power of removing the Teachers of their own authority, subject to the following rule:—

Agreements
between
Managers and
Teachers.

54. †The Manager must enter into an agreement with the Teacher in one of the forms provided by the Board, ‡ specifying the duties and emoluments of the Teacher, and containing a proviso that the engagement is terminable on three months' notice given either by the Manager, or by the Teacher, but preserving to the Manager the power of summary dismissal, subject to the following condition in the case of agreement

* "School Committees" are quite distinct from "School Attendance Committees" under the Irish Education Act, 1892.

† Rule 54 does not apply to Temporary Teachers, Industrial Teachers, or Teachers not receiving personal salary.

‡ There are four forms of agreement, any of which may be used at option of Manager and Teachers. Nos. 3 and 4 provide for a "Referee." In future neither Teachers nor Managers are to be recognized as referees, except in the case of the persons or bodies mentioned in the conditions endorsed on the Forms of Agreement, Nos. 3 and 4.

Rule 54—continued.

entered into after the promulgation of the present edition of Rules and Regulations :—*

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"In any case of summary dismissal the Teacher shall be entitled to three months' *Grade* salary, to be paid by the Manager personally, unless such dismissal was for sufficient cause, in which latter case the Teacher shall not be entitled to any compensation."

Proviso.—This rule applies without exception to all grants to Schools not in connection with the Board before the 24th September, 1872.
Its provisions, however, are not obligatory in the case of any School the Manager of which entered into relations with the Board under the old rule of 1869, Part I., Section VI. Paragraph 12.

55. (a) Managers are required to notify without delay all changes of Teachers to the National Education Office, and to the Inspector, and (b), as a rule, no newly-appointed Teacher will be recognised in a School until the Commissioners are satisfied that the requirements of Rule 54 have been complied with.

Changes of Teachers to be notified

56. (a.) Managers may close their Schools for the recognised vacations notified on the Time Table, which should not, as a rule, exceed six weeks—that is, thirty school days in the year.

Closing of Schools.

(b.) Should a Manager close his School on any other school days, the Commissioners may refuse payment of salary for such school days, unless they are satisfied that the School was closed for a reasonable cause. (See Rule 102.)

57. (a.) The Commissioners earnestly request that Managers will visit their Schools as frequently as convenient, and see that the Rules of the Board and the provisions of the Time Table are adhered to, and that the attendance of pupils, receipt of School fees (where chargeable), &c., are accurately recorded. (b.) The Commissioners consider it desirable that in addition to the regular examinations by Inspectors, Managers should make arrangements for holding periodic examinations of the pupils, at which the parents of the children may attend. (c.) It is open to Local Managers to furnish the Commissioners yearly with a Confidential Report on each National School under their jurisdiction.

Visits of Managers to their Schools.

Manager's Confidential Report.

58. The Managers of National Schools are required to comply with the following Regulations respecting the payment of Salaries, &c., to Teachers :—

Regulation respecting payments to Teachers.

(a.) The School Returns furnished in connection with the claims for payment of salaries, must be examined and checked by the Local Manager, and the Certificate printed at foot of such Returns must be signed by him without alteration.

(b.) If a Manager finds it necessary to be absent from the locality for an interval, some suitable person resident in the locality should, previously to his leaving, be nominated for the approval of the Commissioners as "Manager *pro tem.*" Otherwise, delay in the payment of the salaries may take place.

(c.) Where payment of Teacher's claim would otherwise be delayed owing to the illness, death, or removal of the recognised Manager, or to other exceptional causes, the amounts due may be paid through the Inspector, or through any respectable resident, approved by the Board, who will undertake to certify and sign the usual Returns to be furnished for the School.

*Condition as to *grade* salary does not apply to agreements entered into with Manual Instructionists, or Teachers not in receipt of *grade* salaries.

Rule 58—continued.

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(d.) Every claim for salary must be signed by the Teacher who is to receive the amount therein specified, and unless under exceptional circumstances it must also be certified by the Manager of the School.

(e.) Whenever a Manager advances money to a Teacher on account of salary payable by the Commissioners of National Education, he should take a Receipt for the same (stamped if the amount be £2 or upwards), stating that it is on account of such salary, in order to have a proper Voucher to produce to the National Education Office for repayment.

(f.) If a Teacher leave a National School, and authorize the Manager or some other person to receive payment of money accruing to him from the Board, such authority must be given in writing, or the amount will not be paid.

(g.) Incoming Teachers receive salary only from the date of commencing duty, subject in regard to payment for days of current vacation, &c., to the decision of the Commissioners.

(h.) If a Teacher die intestate, or if letters of administration be not taken out, payment may be made to the next-of-kin on making a declaration before a magistrate on a form that will be supplied to the applicant, that he or she is the next-of-kin, and is entitled to receive any balance of pay awarded to the deceased, and, further, that the whole amount due to the deceased from Public Funds does not exceed £100.

SECTION VII.—INSPECTION OF NATIONAL SCHOOLS.

Inspector not to give direct orders.

59. As the Commissioners do not undertake the direct control or regulation of any School, except their own Model Schools, but leave all Schools aided by them, under the authority of the Local Managers, the Inspectors are not to give direct orders, as on the part of the Board, respecting any necessary regulations, but to point out such regulations to the Local Managers of the Schools.

Inspector to visit each School three yearly.

60. The Commissioners require that, as a general rule, every National School be visited by the Inspector at least three times in each year. One of the yearly visits must be for the *Annual Examination*, which, as far as practicable, should take place periodically in the same month.

Inspector's communications with Managers.

61. The Inspector after each visit is to communicate with the Local Manager, in case he should have observed any violations of rule, or defects, or should deem it necessary to afford the Manager information concerning the general state of the School; and he is to make such suggestions as he may deem necessary.

Inspector's visits without notice.

62. The Inspector is not to give any intimation of his intended visit, except when it is for the purpose of holding the *annual examination*.

Inspector's Reports.

63. The Inspector is to report to the Commissioners the result of each visit, and to use every means to obtain accurate information as to the observance of the Board's Rules, the proficiency of the pupils, and the discipline, management, and methods of instruction pursued in the School.

64. When an application for aid to establish a National School is referred to the Inspector, he is to have an interview with the applicant; and also to communicate personally, or by writing, with the clergymen of the different denominations, and, when necessary, with other influential parties in the neighbourhood, with the view of ascertaining their opinions on the application, and whether they have any, and, if so, what objections thereto.

65. (a.) The Inspector is also to supply the Commissioners with such local information as they may from time to time require from him, and to act as their agent in all matters in which they may employ him; but (b.) he is not invested with authority to decide upon any question affecting either a National School, or the general business of the Commissioners.

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Inspector's
Reports on
applications for
aid.

SECTION VIII.—BUILDING, FURNISHING, AND IMPROVEMENT GRANTS FOR SCHOOL-HOUSES, &c.

(Important changes in the system embodied in the rules in this Section are at present under consideration and will be made public soon).

66. The Commissioners of National Education award aid towards building School-houses, and providing suitable fittings and furniture, and for providing Science Laboratories, accommodation for Cookery and Laundry Instruction, Workshops, &c., in certain cases. This aid is given for Vested Schools only.*

Kind of aid.

67. Before any grant is made (see Rule 75) towards building a School-house, the Commissioners must be satisfied—

Conditions on
which grants to
build are made.

(a.) That a necessity exists for such a School;

(b.) That an eligible site has been procured;

(c.) That a proper lease of the site for the purposes of National Education will be executed either to Trustees, or to the Commissioners in their corporate capacity; †

(d.) That whatever aid in addition to the grant is necessary for erecting the house and providing furniture, according to the approved plans and specifications, shall be supplied by local contribution; and

(e.) That when the School comes into operation such local aid will be provided in supplement of the Teacher's emoluments from the Board, as the Commissioners may deem necessary.

68. In rural districts if the proposed site for a School is within three statute miles by road of a Vested National School, no grant will be made, except under special circumstances.

69. (a.) The site should be healthy, with a supply of pure water conveniently near, should be easy of access, and must be approved by the Board of Public Works. (b.) As a rule sites should not be less than a rood or thereabouts in extent, and for large Schools a greater extent may be required. (c.) The Commissioners do not contribute towards the cost of obtaining sites.

* Under provisions of the Act 47 & 48 Vict., ch. 22 ["Loans for Schools and Training Colleges (Ireland) Act, 1884"], a loan may be obtained for "the erection, enlargement, structural improvement, or purchase of a house to be used as a non-vested National School." See Rules 83 and 85.

† Under the Act of Parliament (44 & 45 Vict., cap. 65), limited owners have the power of granting sites for School-houses and Teachers' Residences, at a nominal rent, for any period from 99 to 990 years.

Under the Irish Education Acts, 1892 and 1893, sites for School-houses or Teachers' Residences may, under prescribed conditions, be compulsorily acquired.

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School-houses
on ground con-
nected with
places of
worship.

Tenure of
School
premises.

Amount of
School accom-
modation.

Scale of accom-
modation and
of grants.

70. Although the Commissioners do not refuse aid towards the erection of School-houses on ground connected with places of worship, yet they much prefer having them erected on ground which is not so connected, where it can be obtained; they therefore require that, before Church, Chapel, or Meeting-house ground be selected as the site of a School-house, strict inquiry be made whether any other convenient site can be obtained, and that the result shall be stated to them.

71. (a.) The School premises to be vested in the Commissioners, must be held either in fee-simple, or at a nominal rent; (b.) those to be vested in Trustees, must either be held at a nominal rent, or must be indemnified by special sureties against any liability for rent; and (c.) the lease of premises not held in fee-simple must be for such term as, under the circumstances, the Commissioners may deem necessary.

72. The Commissioners determine what amount of school accommodation should be provided in the proposed building; and the cost of the house, &c., is determined by the number of children which it is intended to accommodate.

73. (a.) The following is the scale of accommodation which it is desirable should be provided in relation to the number of children expected to attend:—

Plan.	Maximum Attendance.	Number of separate School-rooms to be provided.	Number of Class- rooms.	Total area, in square feet, to be pro- vided.	Board's Grant.
I., . . .	40	1	—	414	£ s. d. 161 6 0
II., . . .	80	1	—	861	180 0 0
III., . . .	100	1	1	880	220 0 0
IV., . . .	120	1	1	798	254 0 0
IV.A., . . .	120	2	—	865	274 13 4
V., . . .	140	1	1	1,104	350 0 0
V.A., . . .	140	2	—	1,200	350 13 4
VI., . . .	200	1	2	1,612	460 0 0
VI.A., . . .	200	2	2	1,200	445 6 8
VII., . . .	250	2	2	1,812	522 0 0
VIII., . . .	300	2	2	2,212	678 0 0
IX., . . .	350	2	2	2,668	719 6 8
X., . . .	400	2	2	3,202	870 0 0
X.A., . . .	400	2	2	3,202	924 13 4
X.B (2 Storeys),	400	2	2	3,202	840 0 0

(b.) The Grants in the above Table, represent, on the average, two-thirds of the estimated cost of erecting and furnishing Vested School-houses in accordance with the scale of accommodation, and include a grant towards the cost of partition wall between the playground and the out offices, but not grants for the boundary fences and entrance gate, which must be specially estimated in each case.

Rule 73—continued.

(a.) Every Grant towards building school-houses is conditional on funds being available out of the amount provided by Parliament for the purposes of such Grants. Appendix.
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74. When the expected attendance is less than 60 on rolls, or exceeds 400, the Commissioners will be prepared to make a special Grant in accordance, however, with the principles of the scale in Rule 73. Special Building grants.

75. (a.) No grant (see Rule 67) can be approved until the Inspector shall have reported upon all the circumstances of the case; the Board of Works shall have reported on the eligibility of the site; and the Law Adviser of the Commissioners shall have given his opinion, from the information laid before him, that a satisfactory grant or lease can be executed. Necessary preliminaries to approval of grants.

(b.) Without the express sanction of the Lords of His Majesty's Treasury, no building grants can be made towards the cost of works executed or even commenced before the receipt by the Manager of the specific authorization of the Board of Works.

76. The shortest lease that will be accepted in making grants under the scale will be (a.) sixty-one years, or (b.) three lives and thirty-one years concurrent, or (c.) under the provisions of the Leases for Schools (Ireland) Act, 1881, ninety-nine years when the grantor is a limited owner. Term of lease.

77. (a.) The grant or lease must be in a form authorized by the Commissioners, and will be prepared in the Education Office without charge to the applicant; but (b.) all expense necessary to be incurred in obtaining proof of title, or grantor's consent, &c., must be borne by the applicant. Form of lease; preparation of lease; expense of lease.

78. When grants are voted towards defraying the cost of the building of a School-house, the lease must be duly executed before the case is finally remitted to the Board of Public Works. Lease to be duly executed before case is remitted to Board of Works.

79. (a.) The Board of Works will furnish instructions as to the plan and specifications, to which the parties receiving aid are bound strictly to adhere; but (b.) the Commissioners will be prepared to consider and submit to the Board of Works special plans furnished to them by applicants; (c.) but should such special plans provide accommodation for a larger number of pupils than that sanctioned by the Commissioners, or a more costly class of building than is deemed by them to be necessary, all the extra expense must be borne by the applicants. Plans and specifications.

80. (a.) The Commissioners do not sanction grants for the ornamenting of School-houses. If buildings of an ornamental description be preferred, the whole of the extra expense must be provided by the applicants. No grants for ornamenting of School-houses.

(b.) The Commissioners will not accept a transfer to themselves (as a Vested School) of any building already used as a National School; but such buildings may be vested in Trustees. Vesting of existing Non-Vested Schools.

(c.) The Commissioners reserve to themselves the right of accepting repayment of the Grants made towards the erection of a School-house, and in such a case, of removing the School from their list of Vested Schools. Repayment of grants.

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Repair of
School-house
and furniture.

81. When the School premises are vested in the Commissioners, they will keep the School-house and furniture in repair. *The Commissioners do not contribute towards ordinary repairs of Schools vested in Trustees or of Non-Vested Schools; or to the rent of School-houses.*

82. (a.) When the School premises are vested in Trustees, it is the duty of such Trustees to keep the house, furniture, &c., in repair.

(b.) Grants in aid of local contributions are made to existing Vested Schools, whether Vested in the Commissioners or in Trustees, for adding to or enlarging them, for enclosing the sites, for other desirable or necessary structural changes or improvements, or for repairs rendered necessary by storms, on the basis of two-thirds of the cost as estimated by the Board of Works.

(c.) Such works must not, *except under very special circumstances*, be commenced until the grants have been made by the Commissioners, and the specification furnished or approved by the Board of Works. (Rule 75).

(d.) In the case of Schools Vested in Trustees no Grants can be made for the execution of any work which is required to make good damages arising from neglect, misuse, lapse of time, or continuous use, unless in cases specially recommended by the Board of Works.

SECTION IX.—LOANS FOR NON-VESTED NATIONAL SCHOOL-HOUSES AND TRAINING COLLEGES.

Regulations
as to Loans to
Schools.

83. Schools.—(a.) Applications for loans are to be made to the Commissioners of National Education on an application form, which can be obtained at their office, and such loans shall only be made on the recommendation of the Commissioners of National Education.

(b.) Every application must be accompanied by an Ordinance Sheet (6-inch scale*), showing by distinctive colouring the site, or intended site, of the School, and also the lands or premises which are to form the security for the loan required.

(c.) Applicants may adopt the plans for the erection of a School which have been prepared by the Commissioners of Public Works and approved by the Commissioners of National Education, or they may submit their own designs, together with specification and estimate for approval. The official plans can be obtained by application to the Secretary, Office of Public Works, Custom House, Dublin.

(d.) When an existing building is proposed to be altered and adapted to the purpose of a National School, plans of the proposed alterations, with specification and estimate, must, in like manner, be submitted for approval before a loan can be sanctioned.

(e.) The loans will not be extended to cover the cost of ornamental work or materials, without the special sanction of the Commissioners of Public Works.

Loans for
Training
Colleges.

84. Training Colleges.—(a.) Applications for loans are to be made to the Commissioners of National Education on an application form, which can be obtained at their office, and such loans shall only be made on the recommendation of the Commissioners of National Education.

* Where the School premises are situated in towns the Ordinance Sheet of the largest scale that can be procured, is to be forwarded with the application. Ordinance Sheets can be obtained at Messrs. Thom & Co. (Limited), 87, Abbey-street, and Messrs. Ponsonby, Grafton-street, Dublin.

Rule 84—continued.

(b.) In all cases where loans are sought for the erection of new buildings, or for the enlargement or structural improvement of existing buildings, the application must be accompanied by plans, specification, and estimate of the proposed works.

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(c.) The Commissioners of National Education will not be prepared to sanction a loan for the building or improvement of any Training College that does not provide suitable accommodation in respect of lecture halls, class-rooms, refectory, dormitories, lavatories, &c., with suitable exercise ground, and all necessary sanitary arrangements.

(d.) Every application must be accompanied by an Ordnance Sheet (4-inch scale*) showing by distinctive colouring the site, or intended site, of the Training College, and also the lands or premises which are to form the security for the loan required.

85. General.—(a.) If the Commissioners of National Education consider an application for a loan made in accordance with the foregoing instructions to be satisfactory, they will refer it for investigation and completion to the Commissioners of Public Works. The Lords Commissioners of His Majesty's Treasury decline to sanction loans for the purchase or acquisition of premises or lands already occupied for purposes of National Schools or Training Colleges, but they will sanction loans for the enlargement and structural improvement of National Schools or Training Colleges, if the alterations proposed be reported as reasonable and necessary, and the cost not less than £50. General regulations.

(b.) No loan can be made for the purpose of discharging any debt unless the sanction of the Treasury to such loan was obtained before the debt was incurred.

(c.) Applicants are accordingly cautioned against proceeding with buildings, or incurring liabilities in connexion with the Loans for Schools and Training Colleges (Ireland) Act, 1884, until they receive authority from the Commissioners of Public Works.

(d.) To secure the repayment of any loan made under the provisions of the Act, the Commissioners of Public Works, if they deem it necessary, will require the further security of at least three persons, and the sufficiency and solvency of these persons shall be made out to the satisfaction of the said Commissioners.

(e.) When the necessary information has been obtained by the Commissioners of Public Works, they will, on being satisfied with the plans, specification, and estimate, give public notice that the applicant has applied for a loan for the purpose stated, and take such further steps as may be necessary under the provisions of the Land Improvement Acts,† and when the loan has been sanctioned by the Lords Commissioners of His Majesty's Treasury, and the Order for it shall have been duly registered and the Bond perfected, the Commissioners will authorize the applicant to proceed with the works.

* When the College premises are situated in towns the Ordnance Sheet of the largest scale that can be procured, is to be forwarded with the application. Ordnance Sheets can be obtained at Messrs. Thom & Co. (Limited), 87, Abbey-street, and Messrs. Ponsonby, Grafton-street, Dublin.

† The provisions of the Land Improvement Acts apply to all loans made under the Act of 1884.

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(f.) The amount of the loan sanctioned will be issued in instalments as the works progress, on the certificate of the architect of the Commissioners of Public Works, a balance, however, being retained sufficient to cover the cost of completing the work.

(g.) The Commissioners of Public Works will insure the premises against damage by fire, and the premiums on any such insurance shall be deemed to be included in all charges and securities whereby the repayment of such loan shall be secured, and shall be recoverable in like manner as any instalment of the rentcharge payable in respect of such loan.

(h.) The buildings will, in all cases, be required to be kept in good and sufficient repair during the period over which the repayment of the loan is extended, and a guarantee must be given to that effect; and the buildings must be open at all reasonable times to the inspection of the officers of the Commissioners of Public Works and those of the Commissioners of National Education.

(i.) If any Non-Vested National School or Training College, established by loan under the provisions of the Act, ceases to be used as a Non-Vested National School or Training College, the Commissioners of Public Works reserve to themselves the power of calling in any portion of such loan that may be outstanding.

SECTION X.—GRANTS AND LOANS FOR TEACHERS' RESIDENCES.

Grants for
residences.

86. Grants are made by the Commissioners of National Education towards the cost of erection, or for the enlargement, structural improvement, or purchase of dwelling-houses for residences for the Teachers of all Vested National Schools on the following conditions, viz. :—

Site.

(a.) The site must be demised free of rent, or at a nominal rent, for a term of at least 61 years, or for 3 lives and 31 years concurrent; and must not be distant more than one statute mile from the School.

Grant not to
exceed £100.

(b.) The grant may be for half the estimated cost of the erection, improvement, or purchase of the dwelling-house, provided such moiety shall not exceed the sum of £100. In case the whole amount should exceed £200, the excess must be borne by the applicant.

Plans and
specification.

(c.) In all cases where it is proposed to erect or improve dwellings, the plans, specification, and estimate of the proposed works must be forwarded with the application for a grant to the Commissioners of National Education, who, if approving of the plans, will forward them, with a notification of their approval, to the Commissioners of Public Works. The Commissioners of Public Works are required to object to particulars showing bad construction, or unnecessary cost, or insufficient light, drainage, or ventilation. Applicants for grants may adopt the plans which have been prepared by the Commissioners of Public Works, and approved by the Commissioners of National Education,* or they may submit their own designs.

* See note page 21.

Rule 86- continued.

(d.) The Commissioners of Public Works on examination of the plans, specification, and estimate for such works, and approval thereof, will determine the value of the work and the amount of the grant which can be made in respect thereof, and communicate the result to the Commissioners of National Education; and on the due completion of the residence will pay the stipulated sum. In like manner where it is proposed to purchase a building, the Commissioners of Public Works will determine its suitability and value.

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(e.) The residence shall be exclusively employed for the occupation and use of the Teacher or Teachers actually for the time being in charge of the National School in connexion with which it has been erected, and shall be rent free to such Teacher or Teachers.

Residence exclusively for Teacher, and shall be rent free.

(f.) If a Teacher's residence is to be built on ground already vested for National School purposes, a grant of one-half the estimated cost (up to £100) is the only form of aid available, and the Commissioners must be satisfied with the tenure.

(g.) Residences for Teachers which are Vested in the Commissioners are kept in repair by the Board of Public Works.*

87. Loans are available for Teachers' Residences in connexion with either Vested or Non-Vested National Schools. (See Acts 38 & 39 Vic., ch. 83, 1875, and 47 & 48 Vic., ch. 45, 1884).

Loans for residences.

(a.) The Commissioners of Public Works, subject to such rules and regulations as may from time to time be made by the Lords Commissioners of His Majesty's Treasury, may make loans in such cases as they may judge expedient for the purpose of assisting any person in the erection, enlargement, structural improvement, or purchase of any dwelling-house, for a residence for the Teacher of a National School, provided that the amount of any such loan shall not exceed Two Hundred and Fifty Pounds.

Loan not to exceed £250.

(b.) Every loan shall be repaid by the payment of an annual sum of Five Pounds for every One Hundred Pounds of such loan from time to time advanced, and so on in proportion for any less amount, and be payable for the term of Thirty-five years, to be computed from the date of the advance in respect of which the said annual sum shall be charged, such annual sum to be paid by equal half yearly payments, on the Fifth day of April and the Tenth day of October in every year during the said term of Thirty-five years; but it is also provided that the amount of such annual sum may, by agreement, be increased to such amount as will repay the sum so advanced sooner than the said period of Thirty-five years.

Repayment of loan.

(c.) To secure the repayment of any such loan, the Commissioners of Public Works, if they deem it necessary, may require the further security of at least three persons, and the sufficiency and solvency of these persons shall be made out to the satisfaction of the said Commissioners.

Security for repayment of loan.

* Grants are not made for Teachers' Residences in connexion with Non-Vested Schools

Rule 87—continued.

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Insurance of
premises.Exemption
from stamp
duty.Regulations as
to loans for
residences.

(d) The Commissioners of Public Works may insure the premises against damage by fire, and the premiums on any such insurance shall be deemed to be included in all charges and securities whereby repayment of such loans shall be secured.

(e) Mortgages, bonds, obligations, securities, contracts, and agreements in connexion with such loans, are exempt from stamp duty.

88. (a.) The dwelling shall be exclusively employed for the accommodation of a Teacher or Teachers of a National School.

(b.) The dwelling, as a rule, shall not be situated more than a statute mile from the School of the Teacher whom it is intended to accommodate.

(c.) The Commissioners of National Education will not be prepared to sanction any dwelling as a Teacher's residence which shall not comprise at least one sitting-room, three bed-rooms, a kitchen, and the usual out-offices.

(d.) The quality of all work and materials used in the buildings will be required to be sound, good, and durable.

(e.) The works will be required, if possible, to be carried out under contract, and strictly according to the plans and specifications which have been approved and deposited with the Commissioners of Public Works.

(f.) The Commissioners of National Education, so long as the dwelling is in their judgment used *bona fide* as a residence for a Teacher or Teachers of a National School, conformably to the following Rule [(g).] and is not, without the special permission of the Commissioners, employed for any other purpose, and is in their judgment kept in suitable repair, will contribute half the annual instalment payable in reimbursement of the loan advanced by the Commissioners of Public Works. The borrower will accordingly be required to pay to the Board of Public Works, on conditions being fulfilled, only a moiety of the rentcharge.

(g.) The Teacher under no circumstances is to be charged, in respect of use and occupation as Teacher, a higher sum per annum than two and a-half per cent. of the loan advanced by the Board of Works; but it is the earnest wish of the Commissioners of National Education, and it was their intention in promoting legislation on the subject, that the moiety locally payable in respect to the loan may be paid by the Manager of the School, or by the parties interested in the School, so as to secure a "Free Residence" for the Teacher.

(A.) Application for a loan is to be made to the Commissioners of National Education on a form which may be obtained from their Office. If the Commissioners of National Education deem the case satisfactory, they will refer it for investigation and completion to the Commissioners of Public Works.

(i.) Every application must be accompanied by an Ordnance sheet* (6-inch scale), showing by distinctive colouring the intended site, and also the lands or premises which are to form the security for the loan required, and by a map or diagram showing the position of the site with reference to the Schoolhouse with which the residence is to be connected.

* Ordnance Sheets can be obtained from Messrs. Thom & Co. (Limited), Abbey-street, Dublin; or from Messrs. Ponsonby, Grafton-street, Dublin.

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(j.) Applicants may adopt the plans which have been prepared by the Board of Public Works,* and approved by the Board of National Education; or they may submit their own designs, together with specification and estimate, for approval. The official plans can be obtained by application to the Secretaries, National Education Office.

(k.) When an existing building is proposed to be altered and adapted to the purpose of a Teacher's residence, plans of the proposed alterations, with specification and estimate, will, in like manner, be required to be submitted for approval before a loan can be sanctioned.

(l.) The buildings will be required, during the period over which the repayment of loans is extended, to be kept in good and sufficient repair, and a guarantee must be given to that effect; and they will be required to be open at all reasonable times to the inspection of the officers of the Commissioners of Public Works, and those of the Commissioners of National Education.

(m.) The Lords of His Majesty's Treasury decline to sanction loans for the purchase of houses already occupied as Teachers' residences, but they sanction loans for the enlargement and structural improvement of such houses on the same footing as new residences, if the alterations proposed be reported as reasonable and necessary, and the cost not less than £50.

(n.) The Commissioners of Public Works are prepared to make loans on the above conditions, to provide Teachers' residences in connexion with all National Schools; but in the case of Vested National Schools the site for the proposed residence must be distinct from the ground leased for the School premises, so as to be legally chargeable as security for the loan.

89. In every case in which an Official Residence is provided for a Teacher, a Caretaker's Agreement between the Manager and the Teacher must be executed, and a duplicate thereof be sent to the National Education Office.

Caretaker's
Agreement.

The Commissioners expect that all Teachers shall have done at their own expense the following, viz.:—Limewashing; cleaning and repairing glass; cleaning privies and ashpits; gravelling yards and walks, and keeping surface channels in order; sweeping chimneys; making good any damage arising from carelessness or neglect; maintaining fences and gates, except damages from lapse of time;—and in cases of residences built by grants for Teachers of National Schools Vested in the Board of National Education or in Trustees, the Commissioners will inflict such penalty as they may deem adequate, if the Teacher fails to fulfil these conditions.

Repairs, &c., of
residences by
Teachers.

* The Board of Works have prepared three designs for Teachers' residences, of which the following are the respective estimates:—

Design No. 1,	£250.
" 2,	£225.
" 3,	£200.

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SECTION XI.—GENERAL CONDITIONS FOR RECOGNITION OF SCHOOLS AS NATIONAL SCHOOLS, FOR GRANTS TO TEACHING STAFFS, AND FOR GRANTS OF BOOKS, APPARATUS, AND EQUIPMENT.

Conditions of aid.

90. As conditions of aid the Commissioners must as a rule be satisfied,—

(a.) That the School is in actual operation under a competent Teacher.*

(b.) That the case is deserving of assistance, and that the School is required for the purposes of National Education.

(c.) That there is reason to expect that the School will maintain an average daily attendance of at least twenty pupils (3 to 15 years of age).

(d.) That such local provision will be made to supplement the Teacher's emoluments from the Board as the Commissioners may deem necessary.

(e.) That the School-house is suitable, in good repair, adequately furnished, and provided with proper out-offices.

(f.) That neither the Teacher nor the Teacher's husband or wife nor any of their relatives, nor any other person in their interest, is the owner in whole or in part, or liable for the rent of the School-house.

(g.) That no near relative of Patron or Local Manager is a member of the School Staff. *This does not apply to Trustees who are not Patrons or Managers.*

(A.) Before the Commissioners decide upon an application for aid, they require from the Inspector a report upon all the circumstances of the case.

Modified grants.

91. (a.) In certain cases, namely, where the means of religious instruction are not attainable by children of a particular denomination in any National School within reasonable distance from their homes, the Commissioners are prepared to make modified grants to Schools in which the average daily attendance of pupils is less than 20; they, however, reserve to themselves the power in all cases of preventing the unnecessary multiplication of Schools in any district.

(b.) *When one or more National Schools under Protestant management and with Protestant Teachers is or are in operation in any place, and with sufficient available accommodation for the Protestant children residing in the vicinity, the Commissioners will, in future, decline to grant school requisites and salary to any additional school under Protestant management and with Protestant Teachers within a distance of less than two miles from any such school as described above, except under special conditions to be considered by the Board, after due notice setting forth as far as possible, the exceptional circumstances of the case.*

(c.) *It is desirable that Teachers of Schools, with averages from 10 to 19 pupils, should be women.*

Classification of grants.

92. *The grants consist of Salary, Continued Good Service Salary, and Capitation Payments to the Teaching Staffs; books, maps, charts, &c., to Schools when first recognized or when improved at local cost; and equipment supplies for Manual Instruction and Elementary Science Instruction.*

*A school must be in actual operation with a sufficient average attendance for at least three months before an application for aid can be considered.

93. The Commissioners earnestly recommend to the attention of Managers the desirability

Appendix.

Section II,
F.

(a.) of making every National School comfortable by being properly furnished, lighted, and ventilated, and duly heated in winter ;

Heating,
Lighting, &c.,
of Schools.

(b.) of providing a small library for each school, and a small museum of natural objects, furnished, as far as possible, by the pupils themselves ;

School Library
and Museum.

(c.) of having a lavatory, and facilities for washing the hands and faces, combing the hair, &c., wherever possible, but especially in schools situated in the poorer localities of the country ;

School
Lavatory.

(d.) of stimulating the school children to greater industry by a system of school prizes to be distributed, not alone for literary attainments, but for regularity of attendance, personal tidiness, good conduct, and politeness.

School Prizes.

94. When any School is received into connexion, the Commissioners will require that the inscription "NATIONAL SCHOOL," shall be put up in plain and legible characters on a conspicuous part of the School-house, or on such other place as may render it conspicuous to the public. In Vested Schools a stone is to be introduced into the wall having that inscription cut upon it.

Inscription
"National
School."

95. Persons desirous of obtaining aid from the Commissioners of National Education towards the support of a School, will, upon intimating their desire to the Secretaries, be furnished with the Forms upon which their application must be laid before the Commissioners ; and, as a general rule, grants of salary, &c., made thereon cannot commence from an earlier date than the first of the month in which such Application Forms are returned to the Office.

Instructions to
Applicants for
aid.

96. The Commissioners are not bound to grant the full amount of aid, as set forth in the Regulations, nor can they grant any aid unless they have sufficient funds for the purpose.

97. The Commissioners do not hold themselves bound to grant aid, unless application shall have been made to them on the proper form, and unless the application shall have been favourably and finally decided upon by them. Applicants, therefore, should not incur any expense towards the payment of which they expect the Commissioners to contribute, until the decision of the Board shall have been communicated to them.

98. The Commissioners reserve to themselves, in every case, the right to determine finally whether the payment of salaries or the grant of any other aid is to be made in whole or in part, or to be altogether withheld.

99. To warrant continuance of aid, the House and Furniture must be kept in sufficient repair, and the School must be conducted in all respects in a satisfactory manner, and in accordance with the rules and regulations of the Commissioners.

Conditions of
continuance
of aid.

100. When a School has been taken into connexion, as a School for boys or for girls solely, or as a Mixed School, the sanction of the Commissioners should be obtained for a change from a Boys' to a Girls' School, or vice versa, or to a Mixed School, or from a Mixed School to separate Schools. This is not to preclude the admission of Infant Boys to Girls' Schools.

Change in
character of
School.

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Section II,
F.No select class
in Schools.

101. No National School can be conducted as for a select class of children, and in no National School can any children be kept apart from the ordinary pupils on the ground of payment of School fees (where chargeable), or of the social position of their parents, as the Commissioners regard any such separation of one class of pupils in a National School from the rest of the pupils as inconsistent with the spirit of the National system of Education.

Average daily
attendance.

102. As a general rule, a National School, in order to remain in connexion, must exhibit an annual average daily attendance of at least 20 pupils (3 to 15 years of age).

Ages of
pupils.

(a.) No child under three years of age can be enrolled as a pupil in any National School, and, as a rule, no pupil over seven years of age can, on admission to school, be enrolled in an Infants' class. *All pupils, both boys and girls, must be removed from Infants' Schools and from Infants' Departments of Schools on reaching the age of ten years.*

(b.) Except in the case of Monitors, pupils cannot be retained on the Rolls of Day National Schools after reaching the age of 14.

(c.) In cases of question regarding the age of a pupil, the decision of the Inspector will be final for all the purposes of the annual examination.

(d.) In places to which the Compulsory Attendance Clauses of the Irish Education Act of 1892 apply, children not less than six nor more than fourteen years of age are bound to attend School; but if a child has passed the *Fifth Standard*, and is eleven years of age, he is not so bound.

Definition of
"average daily
attendance."

(e.) The average daily attendance during any period (month, quarter, year), is the number found by dividing the total number of complete "attendances" made on the regular school days within the period, by the number of such school days, two "half attendances" counting as one complete "attendance."

A fraction not
less than .5
counts as a unit.

(f.) When the average attendance exceeds an integer by a fraction of at least .5, the latter will count as a unit. Thus 29.5 will count as 30.

(g.) *The normal school year is assumed to consist of forty-six weeks (230 school days), and all schools should be in operation for this period, except as provided in Rule 56. But if a School has not been in operation for at least 200 days in the year a reduction in the Grant will be made. If, however, from some exceptional cause, it was not possible for the School to be in operation for 200 days, the Commissioners, on a proper representation of the circumstances, may make a proportionate reduction in this requirement, and in making such reduction the normal school year will be assumed to consist of forty-six weeks.**

* NOTE—If the School is closed on account of epidemic or other unavoidable cause for x weeks, the number of days required will be

$$\frac{46 - x}{46} \times 200.$$

Rule 102—continued.

(A.) The number of pupils present must be recorded every day in the Roll Book and Report Book, but when owing to severity of weather or other exceptional cause, the number of pupils in attendance on any day or days is under one-third of the average attendance for the month in which the day or days occur, the attendance of such a day or days may, until further notice, be excluded from the calculation of the quarterly or annual average. The cause of such exclusion in each case should be recorded in the Daily Report Book. Excluded days cannot be counted as part of the required minimum of 200 days.

Appendix.
Section II,
F.
Record of
Attendance.

103. Scale showing the maximum staff of Assistants which can be recognised in a National School.

Maximum Staff
of recognised
Assistants.

Average daily Attendance.			Assistants in addition to a Principal.
60	but under	95	1
95	"	140	2
140	"	185	3
185	"	230	4
230	"	275	5
275	"	320	6
and so forth.			

The Commissioners recognise certain privileges in regard to the conditions of average attendance in the case of assistants recognised on 14th May, 1879, and still recognised as such in the same Schools.

104. (a.) No Book or Requisite shall be used in teaching in any National School unless its use has been expressly sanctioned by the Commissioners; and no Book or Requisite shall be so used unless it be on the Commissioners' published "List of Books, Requisites, and Apparatus," sanctioned for use in National Schools.

Use of Books
and Tablets.

(b.) The approval of any such books is to extend only to the particular edition which has been submitted to the Commissioners.

(c.) The Commissioners will be ready at all times to entertain proposals for placing on their List additional books of suitable character for School purposes.

105. (a.) The Commissioners furnish gratuitously to each School a First Stock of School Requisites, in proportion to the attendance of children.

Grants of
School
Requisites.

(b.) When an unsuitable School-house has been superseded by a suitable one erected from private funds, or when a considerable sum derived from private contributions has been expended upon the enlargement or structural improvement of a School-house, the Commissioners may, on the recommendation of the Inspector, grant a Special Free Stock of School Requisites.

Rule 105—continued.

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Section II.
F.

Teacher is
responsible
for these
Requisites.

School Account
Books.

(c.) Money expended on furniture, apparatus, or repairs cannot be taken into account in deciding a claim for a Special Free Stock.

(d.) These Requisites are to be kept as a School Stock, for which the Master or Mistress is held responsible, and are on no account to be sold or taken out of the School.

(e.) The School Account Books are furnished gratuitously to the Schools, and are the property of the Commissioners.

(f.) No School Account Book is to be removed from the School except by the Inspector, or with his express sanction.

Scale of Grants
of School
Requisites.

106. Scale of Grants of School Requisites made to new Schools, &c.

Class.	Average Attendance.	Amount of Free Grant.	Amount to be purchased as Sale Stock.	Class.	Average Attendance.	Amount of Free Grant.	Amount to be purchased as Sale Stock.
		£ s. d.	£ s. d.			£ s. d.	£ s. d.
1	30 Children or under,	4 0 0	1 5 0	16	401 to 425	11 10 0	3 4 0
2	31 to 75	4 10 0	1 7 6	17	426 to 450	12 0 0	3 0 0
3	76 to 100	5 0 0	1 10 0	18	451 to 475	12 10 0	3 0 0
4	101 to 125	5 10 0	1 12 6	19	476 to 500	13 0 0	3 0 0
5	126 to 150	6 0 0	1 15 0	20	501 to 525	13 10 0	3 0 0
6	151 to 175	6 10 0	1 17 6	21	526 to 550	14 0 0	3 10 0
7	176 to 200	7 0 0	2 0 0	22	551 to 575	14 10 0	3 10 0
8	201 to 225	7 10 0	2 0 0	23	576 to 600	15 0 0	3 10 0
9	226 to 250	8 0 0	2 0 0	24	601 to 625	15 10 0	4 0 0
10	251 to 275	8 10 0	2 0 0	25	626 to 650	16 0 0	4 0 0
11	276 to 300	9 0 0	2 0 0	26	651 to 675	16 10 0	4 0 0
12	301 to 325	9 10 0	2 0 0	27	676 to 700	17 0 0	4 0 0
13	326 to 350	10 0 0	2 10 0	28	701 to 725	17 10 0	4 0 0
14	351 to 375	10 10 0	2 10 0	29	726 to 750	18 0 0	4 0 0
15	376 to 400	11 0 0	2 10 0	30	751 to 775	18 10 0	4 0 0
				31	776 to 800	19 0 0	4 0 0

Adequate supply of Books and Requisites to be kept.

107. (a.) The Commissioners require that an adequate Stock of Books and other Requisites—approved of by the Commissioners—shall be purchased for the use of the School, and for sale to the pupils.

(b.) A copy of the general List of Books and Requisites sanctioned for use, showing the price to the pupils of each article, must be kept in each Schoolroom, and be available for the use of the pupils. Also a tablet showing the books, &c., actually in use in each School, and the prices at which they are sold to the pupils, must be suspended in a conspicuous place in the schoolroom.

Books, etc., are supplied only to National Schools.

(c.) The Commissioners do not supply Books, Requisites, or Apparatus to the public, or to Schools not connected with the Board of National Education.

Books, etc., to be purchased through Education Office.

108. (a.) All purchases of Books, &c., shall be made through the Education Office, on a form bearing the Manager's signature.

No advance to be made on Commissioners' prices

(b.) When Books, &c., purchased from the Commissioners are sold to the children attending a National School, in no case shall any advance be made on the prices fixed by the Commissioners; and the Inspectors have instructions to inquire into and report upon any infraction of this rule.

Rule 108—continued

(c.) All applications for Books, School Requisites, and Apparatus, must be signed by the Manager, and be accompanied by a Money Order, payable at the General Post Office, Dublin, to "The Commissioners of National Education," and crossed by drawing two parallel lines across the face of the Order.

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Section II.
F.Instructions to
Applicants for
Books,
Requisites and
Apparatus.

(d.) Postal Orders, Half Notes, Cash, Postage Stamps, Orders or Cheques, cannot be received in payment. If remitted, they will be returned at the risk of the sender.

(e.) When a Money Order is transmitted, and the amount thereof is under Twenty Shillings, the cost of the remittance must be paid by the person applying for the Requisites; but if the amount of the Requisites, after deducting the cost of the remittance, should not be under Twenty Shillings, such deduction will be allowed, and Requisites given for the full amount.

(f.) The Patron or Manager should not sign any Application for Books, Requisites, or Apparatus, without first ascertaining that they are actually wanted for the School for which the application is made.

(g.) When there are separate Male and Female National Schools with distinct Roll Numbers, the application should show clearly for which School the Books, &c., are required; and if for both Schools, a form for each should be used.

(h.) Parcels will be forwarded, carriage free, to any Railway, Steam Tram, or Canal Station in Ireland; also (when so requested on the application form) to—

Athlone.	Caherdaniel.	Creslough.	Glengriff.	Moyle.
Arva Island.	Carna.	Dagort.	Glin (Limk.)	Roundstone.
Bahoboro.	Carraro (Galway).	Dunfanaghy.	Killyser.	Sneem.
Belduff.	Castletown Bere.	Falcarragh.	Lonsburg.	Tourmakendy.

(i.) The parcels will also be sent, at Manager's desire, by any other Conveyance, as Boat, Coach, &c., but at the Manager's own expense and risk.

(j.) They will be delivered free of charge at any address within the boundaries of the cities of Dublin, Belfast, Londonderry, Limerick, Cork, and Waterford.

(k.) An advice of the transmission of the Parcels will be sent to the Manager on the day of forwarding, and, if so requested, the goods will be sent addressed to the Teacher. An Order on the Station Master for their delivery will be issued in each case.

109. (a.) *The expenses of the necessary appliances required in connection with instruction in Elementary Science and Manual Training should, whenever possible, be defrayed locally. There are, however, many schools for which the Commissioners feel satisfied the full cost of the appliances, or part of the cost, cannot be provided locally, and to meet the cases of such schools His Majesty's Government and the Treasury have placed at the disposal of the National Board a limited Grant.*

Equipment
Grants—Head
and Eye Train-
ing and Ele-
mentary
Science.

Rule 109—continued.

Appendix.

Section II.

F

(b.) *Equipment supplies of not greater amounts than are specified in the appended scales may be sanctioned accordingly; but the full amount in the scales can be allowed only in necessitous cases.*

(c.) *An Equipment supply will be granted only to a school where there is a Teacher fully competent to use it. If the Teacher is competent in respect of part of the apparatus, that part alone will be supplied.*

(d.) *An Equipment supply will remain the property of the Commissioners, and will be granted on condition that the Manager of the school undertakes to have it properly stored, and to provide for its maintenance in an efficient condition. No second grant will be made under any circumstances.*

(e.) *The Equipment supplies will be sanctioned on the recommendation of the Inspectors and the Head Organizers of Elementary Science and Manual Instruction. A list will be sent in the case of each Equipment supply showing of what items it is constituted, and the cost of each item, so that in cases of renewal, Managers may be in a position to know what expenditure will be necessary for the purpose.*

(f.) *The Equipment supplies will be forwarded by the Board's Contractors, and when received at the school should be checked with the list which will be sent from the National Education Office.*

Scales of
Equipment
Grants(1.) *Elementary Science and Object Lessons.*

		£	s.	d.
For an average attendance of under 30,	...	5	0	0
" " " 95,	...	7	10	0
" " " 145,	...	9	0	0
" " " 145 and above,	...	10	0	0

(2.) *Hand and Eye Training.*

		£	s.	d.
For an average attendance of 30 or upwards,	...	1	10	0
" " " 60	...	2	10	0
" " " 95	...	3	10	0
" " " 140	...	4	10	0

(3.) *Drawing.*

		£	s.	d.
For an average attendance of 30 or upwards,	...	1	0	0
" " " 60	...	2	0	0
" " " 95	...	3	0	0
" " " 140	...	4	0	0

(g.) *In a school where the attendance is less than 30 an Equipment Grant may be allowed of 1s. per head for Hand and Eye Training, and 9d. for Drawing, computed on the average attendance, with £1 10s. and £1 respectively as maxima.*

SECTION XII.—DIFFERENT CLASSES OF NATIONAL SCHOOLS.

Appendix.

I. Model Schools.

Section II,
F.

Model Schools.

110. The Commissioners are themselves the Patrons of the Model Schools, which are conducted on the same fundamental principles as the ordinary National Schools. They are of three classes, viz.:—
(a.) The Central and other Metropolitan Model Schools, (b.) District Model Schools, and (c.) Minor Model Schools. They have been built out of the funds placed by Parliament at the disposal of the Commissioners, and are under their exclusive control.

111. The chief objects of Model Schools are to promote united education, to exhibit to the surrounding Schools the most improved methods of literary and scientific instruction, and to educate young persons for the office of Teacher.

Chief objects of
Model Schools.

112. The Commissioners afford the necessary opportunities for giving religious instruction to the pupils by such Pastors or other persons as are approved of by their parents or guardians, and in separate apartments allotted for the purpose.

Facilities given
for religious
instruction.

113. In Model Schools, the Commissioners appoint, transfer, and dismiss the Teachers and other officers; regulate the course of instruction; and exercise the powers of management through their Inspectors.

The Commis-
sioners are the
Patrons.

114. In Model Schools the ratio between the staffs and the attendance of scholars is determinable by the Commissioners of National Education, who adjust, from time to time, the Teaching Staffs and the attendance of pupils as the circumstances of the Model Schools seem to them to demand.

Ratio of staff
to attendance.

115. The Teachers of Model Schools are paid under the same conditions as the Teachers of ordinary National Schools, but subject to the following rules—

Payments.

(a.) Model School Teachers and others in the service prior to the 1st April, 1900, having scales of salaries better than those now fixed [see Rule 200 Sec. II. (c.)], will be allowed to retain such scales as personal so long as they occupy the same or similar positions as they did on the 31st March, 1900.

(b.) Model School Teachers receive only a certain proportion of the School Fees where chargeable.

116. Except in the case of the Central Model Schools, residence, fuel, and light are provided, or in lieu thereof, in some instances, allowances for house-rent, &c. are made to Head Masters.

(Rule 117 omitted.)

(Rule 118 omitted.)

(Rule 119 omitted.)

(Rule 120 omitted.)

(Rule 121 omitted.)

(Rule 122 omitted.)

Appendix.

Section II,
F.Central Model
Schools.

123. The Central Model Schools consist of three distinct departments, each under its own special organization, subject to such adjustments in respect to the staffs and pupils as the Commissioners may from time to time direct, and are designed to exhibit the most approved methods of conducting National Schools, and to afford to the Teachers in training in the Board's Training College an opportunity of practising the Art of Teaching daily under the Professors of the Training College, and the Teachers of the Model Schools.

Future
Appointments
of Model
School
Teachers.

124. *For future appointments of Principals or Assistants in Model Schools, candidates will be invited by advertisement to submit their names—with statements of qualifications—and a selection will be made from such Candidates after an examination of Inspectors' reports and other official documents.*

Pupil Teachers.

125. Pupil-Teachers are appointed only from the 1st August in each year.

Qualifications.

126.—(a.) Candidates are selected for the office of Pupil-Teacher by the Senior and other Inspectors, and should, as a rule, not be under sixteen, or above twenty years of age; they must be of a sound and healthy constitution, and free from any physical or mental defect at all likely to impair their usefulness as Teachers. They should accordingly furnish a Medical Certificate and satisfactory evidence of age, and also a Certificate of character from the Clergyman under whom each has been brought up.

(b.) The number of Pupil-Teachers to be admitted to each Model School depends upon the accommodation provided for them, or the educational facilities available for their preliminary training.

(c.) Candidates must be prepared for examination in the course prescribed.

(d.) Pupil-Teachers are admitted for one year's service, but may be continued for a second year.

(e.) *Pupil-Teachers, on completing their periods of service, and having passed the obligatory portion of the Examination in Col. 1 of Revised Programme will be eligible for appointment as Certificated Assistants in National Schools.**

Interns and
Externs.
Boarding
Allowance
of Pupil-
Teachers.

127. In the District Model Schools male Pupil-Teachers are lodged and boarded at the expense of the Commissioners, their dietary being prescribed by the Board. Pupil-Teachers are not boarded in Minor Model Schools. In the case of Pupil-Teachers resident at Model Schools, an allowance at the rate of £26 a year is granted to the Head Master for the board, &c., of each.

Allowance to
Extern Pupil-
Teachers.

128. To non-resident Pupil-Teachers, male and female, an allowance at the rate of £26 a year each is made in lieu of board, &c.

Awards for
good conduct,
&c.

129. (a.) At the end of the first year each Pupil-Teacher will be awarded a gratuity not exceeding 30s., if recommended by the Inspector for good conduct, distinguished merit in his studies, and success in the instruction of the pupils entrusted to his charge. A sum of 30s. per quarter may be awarded to each Pupil-Teacher retained for a second year, provided he be favourably reported on as to his conduct, proficiency in study, &c., by the Inspector.

* Pupil Teachers examined in Col. 1 at Easter, 1902, are also eligible for appointment as Assistant Teachers, but must qualify in Manual Instruction, Elementary Science and Object Lessons, and Physical Drill before receiving Certificate.

Rule 129 —continued.

(d.) Pupil-Teachers will be granted actual travelling expenses when first entering the Model Schools and on finally leaving them; also, for going home and returning at the time of Midsummer and Christmas Vacations; but if the expenses of going and returning at Christmas exceed 30s. the excess will not be allowed.

Appendix.
Section II,
F.
Travelling
Charges.

(e.) The Commissioners grant books to the amount of 10s. to Pupil-Teachers on joining Model Schools, and they are free to take these with them at the close of one year.

Book Grants.

130. The same regulations as to appointment, qualification, salary, and period of service, apply to Monitors in Model Schools as to those in Ordinary Schools

Monitors in
Model Schools.

II.—Ordinary National Schools.

131. These Schools, whether Vested or Non-vested, are under local management, and are taught by lay Teachers approved of by the Board.

Ordinary
National
Schools.

This class of Schools is distinct from Model Schools, Convent Schools, Monastery Schools, and Workhouse Schools.

III.—Convent and Monastery National Schools.

132. Convent and Monastery National Schools, whether vested or non-vested, are regulated by the same rules respectively as other National Schools, save so far as these rules are modified by the special rules applicable to Convent and Monastery National Schools.

Convent and
Monastery
National
Schools.

133. (a.) The Members of the Community may discharge the office of Literary Teachers, either exclusively by themselves, or with the aid of such lay persons as they may see fit to employ as Assistants with adequate remuneration. (b.) In every case the Commissioners must be satisfied that the teaching staff is adequate. (c.) None but Certificated Teachers can be recognized as Lay Assistants in Convent or Monastery National Schools.

Teaching Staff.

Lay Assistants.

134. Uncertificated persons who were serving as Lay Assistants in such schools in July, 1890, and who are still serving in the same capacity, will, as a rule, be recognized, as heretofore, and, should they so desire, will, if within the limits of age, be eligible for admission, on the recommendation of the Inspector, to the Annual Examinations as Candidates for *Certificates*.

135. 1.—In any Convent National School paid by Capitation the Teaching Staff shall be deemed "adequate" where the number of recognised Teachers, including members of the Community engaged in teaching in proportion to the average annual attendance, corresponds with the following scale, viz:—

Under 60 pupils,	.	.	.	1 Teacher.
60 but under 95 pupils,	.	.	.	2 Teachers.
95	"	140	"	3 "
140	"	185	"	4 "
185	"	230	"	5 "
230	"	275	"	6 "
275	"	320	"	7 "

And so forth.

u.c. 9. 1. 1

Appendix.

Section II,
F.Minimum
remuneration
for Lay
Assistants.Privileges of
Lay Assistants.

Rule 135—continued.

2. "Adequate remuneration" for recognized Lay Assistants shall be fixed at a minimum of £30 per annum.

3. The privileges attached to the position of recognized Lay Assistant include:—

(a.) The acceptance of this service as sufficient to prevent the forfeiture of the Certificate awarded to Ex-Monitors. (See Rule 238.)

(b.) The recognition of the position of Lay Assistant as fulfilling the condition of probationary service, required for a training Diploma.

(c.) The advantage of being eligible for promotion.

(d.) The opportunity of proceeding to a one-year course of training.

(e.) So far as may be necessary, the claim to have this service count towards obtaining the honus granted under the Education Act, 1892, when appointed Assistants.

(f.) The recognition of service as a *Certificated* Lay Assistant as equivalent to service as an Assistant paid by the Board, in respect of claims for first appointment or re-appointment.

4. The Commissioners will not interfere with the discretion of the Conductors of the Schools as regards the employment of other Lay Assistants than those recognized by the Board; but such Assistants will not be entitled to any of the privileges granted to those forming part of the recognized Teaching Staff.

In case, however, that the Conductors of a Convent School paid by Capitation agree to pay not less than the minimum Salary, as now fixed, to any *Certificated* Assistant outside the recognized Staff, such Extra Assistant will be recognized from the date of such payment with all privileges attached to the members of the regular Teaching Staff.

5. All *Certificated* Lay Assistants acting as such on the 1st March, 1896, shall retain the privileges hitherto attached to that position.

Method of pay-
ment.

136. (I.) The Teachers of a Convent National School, if *certificated*, will be paid at the same rates as the Teachers of ordinary National Schools if they so elect.

(II.) But if they adhere to the system under which they are not examined for certificates, they will be paid according to the following Rules:—

Application of
new system of
Capitation
Grants to
Schools in
operation on
1st April, 1900.

(a.) The Conductors of Capitation Convent National Schools receive Capitation Grants in lieu of all emoluments from the State.

(b.) The rate of the Capitation Grant for the year commencing 1st April, 1900, is, in each case, at least equal to the average State income of the school per head, calculated as a rule on the average attendance for the three years ended on the 31st March, 1900. (c.) There are three rates of Capitation Grant (exclusive of Residual Capitation Grant under the provisions of the Fourth Schedule to the Irish Education Act of 1892), viz., 25s., 30s., and 35s. (d.) All schools having an average Capitation Grant (exclusive of Residual Capitation Grant) less than 25s. receive the 25s. rate as from the 1st April, 1900. All schools having an average Capitation Grant (exclusive of Residual Capitation Grant) greater than 25s. but less than 30s. may reach a Capitation Grant of

Rule 136—continued.

30s. by triennial increments of 1s. to the average Capitation Grant; and all schools having an average Capitation Grant (exclusive of Residual Capitation Grant) greater than 30s. but less than 35s. may reach a Capitation Grant of 35s. by triennial increments of 1s. to the average Capitation Grant. (e.) These Capitation rates, plus the Residual Capitation Grant, include all payments from the State for work done during the ordinary school hours.

Appendix.
Section II,
F.

(f.) Convent Capitation National Schools having incomes from the State (exclusive of Residual Capitation Grant) equal to a Capitation Grant higher than the maximum Capitation Grant, will be paid at the higher rate for three years on the understanding that such payment, together with Residual Capitation Grant, will cover all work done in the school both inside and outside school hours. At the end of the three years, dated from the 1st April, 1900, such schools will be paid for work done during the ordinary school hours only at the maximum Capitation rate fixed for Convent National Schools, plus Residual Capitation Grant. (g.) For extra branches taught outside school hours, the Conductors will then receive the usual fees. (h.) Should any of these Convent Schools wish to come under the new Regulations before the expiration of the three years' period, they will have the privilege of doing so.

Convent
Schools with
Capitation
Grants higher
than maximum.

(i.) No Convent Capitation School, aided for the first time, can be granted more than the 25s. rate and Residual Capitation Grant.

Capitation
Grant to new
Convent
Schools.
Capitation
Grant deter-
mined by
Board.

(j.) The rate of the Capitation Grant in the case of Convent Schools will be determined in future by the Board after consideration of the work done in the school, and of the reports thereon, and may be increased or diminished at the discretion of the Commissioners.

(k.) The Capitation Grant includes the ordinary Capitation Grant, as computed under the rules of the Commissioners, existing at the time of the passing of the Irish Education Act of 1892, augmented by 3s. 6d., as provided for by the First Clause of the 4th Schedule to that Act.

(l.) In Convent National Schools paid by Capitation grant, should the average attendance in any quarter be seriously reduced owing to exceptional causes, upon the special request of the Manager, payment of the Capitation grant for such quarter may be claimed on the actual average attendance for the corresponding quarter of the preceding calendar year.

Payment in
case of reduced
attendance in
Convent
Schools.

(III.) These conditions apply also to the Monastery National Schools recognised previously to 1855; but aid will be granted to other Monastery Schools only on the same conditions as to Ordinary National Schools.

Monastery
Schools.

IV.—Workhouse and Fishery National Schools.

137. Workhouse Schools and Fishery Schools are received into connection, and grants of Books and Requisites (only) are made to them, on condition that they shall be subject to inspection by the Commissioners or their officers; and that the fundamental rules of the Board of National Education are faithfully observed in these Schools.

Workhouse
and Fishery
Schools.

(Rule 138 omitted.)

V.—Evening Schools.

Appendix.

Section II.

F.

Evening
National
Schools.

139. *The Commissioners will consider applications for grants to Evening Elementary or Continuation Schools from Managers of National Schools, or from Committees formed to manage such Schools, if not connected with Day National Schools, on condition that such Evening Schools will not receive aid from any other Public Department, and subject to the following regulations:—*

(a.) *Evening Schools must not meet before 4 p.m. on any day, except Saturday, when the meetings must not take place before 2 p.m.*

(b.) *A meeting must be of at least two hours' duration.*

(c.) *A School must meet at least on three evenings each week during the School period (six months), but may meet four times, or oftener, each week.*

(d.) *The two hours of a meeting must be devoted to secular instruction only.*

(e.) *The School must be held in suitable premises, suitably lighted and heated when necessary.*

(f.) *The minimum average attendance entitling a School to continued recognition is 10.*

(g.)* *For each unit of the average attendance the Manager or Committee of the School may be allowed a uniform fee of 17s. 6d. or of 15s. These are the sole grants which the School will receive from any public funds.*

(h.) *The rate of the fee will be determined by the report of the Inspector on the School at the end of the Session.*

(i.) *Payment will be made to the Managers immediately after the end of each Session.*

(j.) *The Manager or the Committee will employ the Teachers and arrange the amount of their remuneration.*

(k.) *The Teachers may be Certificated or they may be Uncertificated persons (Lay or Clerical) over 18 years of age, approved by the Inspector.*

(l.) *The Teaching Staff must be adequate.*

(m.) *No meeting can be attended by pupils of both sexes.*

(n.) *Persons over School age, children exempt from attendance at School, and children at School, who are over fourteen years of age, are eligible as pupils of an Evening School. Monitors and Pupil Teachers are not eligible as pupils of Evening Schools. No person can be recognised as a pupil of more than one Evening School at the same time.*

(o.) *A Time Table for each School must be drawn up and submitted to the Commissioners for their approval.*

(p.) *Registers and Roll Books, approved by the Commissioners, must be kept. The Rolls must be marked before the beginning of each meeting. The attendance mark must be cancelled if any pupil leaves before the end of a meeting. The Registers and Rolls must be checked and certified by the Manager or Committee at least once a month.*

(q.) *The School must be at all times open to inspection by the Commissioners or their officers.*

(r.) *A schedule of the subjects to be taught in each Evening School must be submitted for approval at commencement of the Session.*

* The average attendance must be calculated in accordance with the regulations of the Commissioners.

Rule 139 - continued.

(t.) If desirable, some portion of each meeting should be devoted to Reading and Writing.

(u.) No political or polemical business, or business other than that of the School, is to be transacted during the time of meeting.

(v.) Evening Schools must not be conducted for the private profit of the Manager or Committee. All the State Grant must be expended on the Schools and Teachers.

(w.) The Managers must submit a satisfactory return of the expenditure at the end of the School Session.

(x.) The scale of Fees (if any) to be charged to the pupils must be submitted to the Commissioners for approval.

(y.) The continuance of the grants will depend on the foregoing conditions and the nature of the Inspector's report at the end of a School Session.

(z.) Evening Schools will be supplied with books, &c., on the same conditions as Day National Schools.

(z.) The Commissioners may, whenever they think fit, withdraw their grants from any Evening School.

140. Reading.—Teaching reading to Illiterates. Geographical and Historical Readers for more advanced pupils. Explanation of matter read, of the grammatical forms in the sentences, and of the correct methods of pronunciation. Cultivation of a clear, firm style of enunciation. Recitation.

Schedule of subjects that may be taught in Evening National Schools.

Writing.—Teaching writing to Illiterates, more advanced writing (Commercial, &c., Book-keeping), for others. Composition.

Arithmetic.—Simple Rules for beginners, more advanced rules according to attainments of pupils.

English Language and Literature. Geography. History. Needlework (Girls). Drawing. Handicraft. Domestic Economy (Girls). Principles of Agriculture. Principles of Horticulture. Dairy Work. Laundry Work. Cookery. Hygiene. Irish. French. German. Latin. Euclid. Algebra. Mensuration. Physiography. Elementary Physics. Elementary Chemistry. Sound, Light, and Heat. Magnetism and Electricity. Botany. Navigation. Shorthand. Vocal Music. Human Physiology. Mechanics. Ambulance or First Aid.

Agriculture, Horticulture, and Navigation are admitted only in suitable localities.

The Scientific subjects will only be allowed if satisfactory provision is made for practical instruction in them.

(Rule 141 omitted.)

(Rule 142 omitted.)

(Rule 143 omitted.)

(Rule 144 omitted.)

(Rule 145 omitted.)

(Rules 146 to 152 omitted.)

SECTION XIII.—MANUAL INSTRUCTION.

Appendix.

Section II,
F.Instruction in
Needlework.

(Rule 153 omitted.)

154. *The Commissioners require that instruction shall be given in Plain Needlework in all Schools in which Female Teachers, Workmistresses, or Manual Instructresses are employed. Three hours a week are considered sufficient for adequate instruction in Needlework.*

Work-
mistresses,
Industrial
Teachers, and
Junior Literary
Assistants.

155. (a) *No new appointments of Workmistresses, Industrial Teachers or Junior Literary Assistants will be made, but a class of Teachers will be recognized as "Manual Instructresses," and will be expected to give instruction not only in Needlework, but also in Kindergarten, Hand-and-Eye Training, and Object Lessons. They must give service during the entire school day.*

Manual In-
structresses.

(b) *In Schools where the average attendance of girls is less than twenty Manual Instructresses will be paid a Capitation Grant of £1 for each girl in average attendance. In Schools where the average attendance of girls is twenty or over, but where the total attendance does not warrant the employment of an Assistant, Manual Instructresses will be paid a uniform salary of £24 per annum. In cases of new appointment, Manual Instructresses will not be recognised, except in schools where there are no Female Teachers.*

Salaries of
Industrial
Teachers.

(c) *Industrial Teachers in the service prior to the 1st April, 1900, having incomes from the State greater than those now fixed for Manual Instructresses, will retain such incomes as personal, so long as they remain in their present Schools.*

Work-
mistresses.

(d) *Workmistresses in the service prior to the 1st April, 1900, will not be expected to give instruction in the other subjects besides Needlework mentioned above, unless they are competent to do so, when they may be recognised as Manual Instructresses, but they must assist the Teachers generally in conducting the Schools during the time they are not employed in giving instruction in Needlework. But so long as they are recognised merely as Workmistresses, they will be required to attend for only two hours per day.*

Duties of
Industrial
Teacher.

(e) *So long as an Industrial Teacher is employed in any School, such Teacher will be charged with the general supervision of the entire industrial education in the School, including the Plain Needlework, &c., prescribed in the programmes of the several classes, and will be personally responsible for the efficient instruction and training of a Special Industrial Class, composed of extern young women, and of such pupils as may have passed through the ordinary literary course of the School.*

(f) *Each member of the Special Industrial Class must be engaged in receiving industrial instruction daily for such time as in consideration of the nature of the industry pursued, may be deemed adequate.*

(g) *The recognition of a Special Industrial Teacher will not relieve the ordinary female Teachers of the School from the obligation of giving efficient practical instruction, under the supervision of the Special Industrial Teacher, in Plain Needlework, &c., to the pupils of the School.*

Conditions of
recognition.

(h) *To warrant the continued recognition of a Special Industrial Teacher there must be a separate workroom, suitably furnished, and used for the instruction of the Special Industrial Class.*

Separate Roll
Book and Daily
Report Book.

(i) *In every Industrial Department a separate Roll Book and separate Daily Report Book must be kept for the Special Industrial Class.*

(Rule 156 omitted.)

SECTION XIV. TRAINING COLLEGES.

157. A Training College is an institution for boarding, lodging, and instructing Students who are preparing to become, or are already, certificated Teachers in National or other Governmental Elementary Schools. It is required to include, either on its premises or within a convenient distance, a Practising National School in which the Students may learn the practical exercise of their profession.

Appendix.

Section II,
F.Training
Colleges.

158. No grant is made to a Training College unless the Commissioners are satisfied with the premises, management, and staff.

Premises,
Management,
and Staff must
be satisfactory

159. (a.) The Commissioners have provided a College in Marlborough-street, Dublin, under their own management.

(b.) They also make grants to Training Colleges under local management.

160. The provisions made for the training of Teachers in Training Colleges are as follows :—

Courses of
Training.

1. A One Year's course of training, open to Principal and Assistant Teachers already *Certificated*.*

One Year's
Course.

2. (a.) A Two Years' course of training open to Pupil-teachers, paid Monitors, and other suitable Students approved by the Commissioners, and possessing the qualifications prescribed in Col. 1, Revised Programme.

Two Years'
Course

(b.) This course is also open to *Certificated* Principals and Assistants, instead of the one year's course, provided they shall have resigned their appointments before entering the Training College.

3. (a.) If during the attendance of a recognized Teacher at any Training College for the one year's course, the Local Manager provide a Substitute eligible for appointment as Teacher, the pay of the Teacher from the Board will be continued. (b.) Substitutes are to make their own terms with the Managers and the Teachers whom they represent, as regards remuneration for their services, and have no claim on the Commissioners. (c.) The employment of a Substitute for a Teacher in Training cannot be sanctioned for a longer period than twelve months, reckoned from the date of the Teacher's leaving for the Training College.

Recognition of
Substitutes for
Teachers in
Training.

161. 1. An examination of candidates for admission into Training Colleges is annually held at Easter at each College, or such other place as may be approved by the Commissioners.†

Entrance
Examination.

2. The examination is in the course prescribed in Col. 1 of Revised Programme.

3. The candidates are selected and admitted to the examination by the authorities of each College, on their own responsibility, subject to no other conditions on the part of the Commissioners than that the candidates—

Qualifications
of Candidates.

(a.) will be more than 18 years of age on the 1st of January next following the date of the examination; ‡ or

(b.) are in their first or second year's course as Pupil Teachers, or in their fifth year's course as Monitors.

* See also Rule 164 (4) as to University Graduates.

† See Rule 241 (5).

‡ The maximum age on admission should not be such as to exclude the claim of the King's Scholar for appointment as Teacher during under Rule 177, which fixes the maximum age for such appointments.

Appendix.
Section II.
F.

162. 1. The Commissioners may admit to the Marlborough-street College, and the authorities of the Colleges under local management may admit to their respective Colleges, subject to the approval of the Commissioners—

(a.) Any candidate who on examination has been pronounced qualified in the course prescribed in Col. I of the Revised Programme.

(b.) Without examination any certificated National Teacher who has not previously been trained and who wishes to enter the College for a year's training, in the course prescribed for students of the second year.*

Terms of admission.

2. The authorities of each College settle their own terms of admission.

Conditions of admission.

3. Before candidates are admitted—

(a.) The medical officer of the College must certify the state of their health to be satisfactory, and that they are free from serious bodily defect or deformity; and

(b.) They must sign a declaration that they intend *bona fide* to adopt and follow the profession of Teacher in any Institution referred to in Rule 166.

King's Scholars.

4. Such candidates when admitted are termed King's Scholars.

5. Upon proof by the authorities of any College that King's Scholars have not fulfilled the conditions signed by them on admission into the College, the Commissioners will refuse to grant them diplomas.

6. The Commissioners recognise in the various Colleges Extern King's Scholars, who attend the instruction given by the Professors and Teachers of the College, but who are not boarded or lodged on the premises.

These Extern Students must conform to all the regulations of the College except such as relate to residence.

On these conditions Extern King's Scholars may be admitted to the Annual Examinations and may obtain Training Diplomas.

Grants to Training Colleges.

163. Grants for resident King's Scholars are made to each College (Marlborough-street included) as follows:—

(a.) A fixed grant of £50 for males in training for one year; and of £100 for those in training for two years.

(b.) A fixed grant of £35 for females in training for one year; and of £70 for those in training for two years.

(c.) In addition, a Diploma Bonus of £10 for males for the one year of training; and of £20 for two years of training on the award of the Diploma for training after a probationary service of two years in the actual work of teaching.

(d.) A Diploma Bonus of £7 for females for the one year of training; and of £14 for two years of training on the award of the Diploma for training after a probationary service of two years in the actual work of teaching.

* See, however, Rule 160, par. 2 (b)

Rule 163—continued.

(e.) In a College consisting of male and female Students, with a substantially common staff of Professors and other officers, the grant may be calculated at £50 multiplied by the number of male Students, and £35 by the number of female Students; the rule as to the limit of the grants being satisfied, whether the male Students cost less than £50, and the female Students more than £35 within the total limit, or vice versa.

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F.

(f.) The fixed grant to each College is paid as follows:— Payment of Grants.

An instalment of £12 (men), or £8 (women), is paid on 1st November, 1st February, and 1st May, in respect of every King's Scholar in residence for continuous training throughout the year. The balance is adjusted as soon as the College accounts for the year have been closed, audited, and approved by the Commissioners.

(g.) If these grants yield a surplus upon the certified expenditure, such surplus may be applied to scholarships, prizes, the purchase of apparatus and educational appliances, or any other suitable purpose approved by the Commissioners of National Education.

(h.) Should a King's Scholar, owing to any exceptional cause, not complete a training session, the fixed grant on account of such King's Scholar will be paid in proportion to the time of residence.

164. (a.) A Training College must have adequate accommodation in Training College accommodation Dormitories, Refectory, and Lecture or Class Rooms for at least 50 students.

(b.) The Manager or Correspondent of a Training College must be either a Clergyman or other person of good position in society. Manager.

(c.) The Report upon an Application for Aid to a Training College must be made by one of the Chief Inspectors.

(d.) The Training Colleges will be placed under the charge of the Chief Inspectors.

(e.) The accounts of a College must, at all times, be regularly Accounts. posted up, and ready for the inspection of the Financial Assistant Secretary to the Commissioners, or other officer authorized by them.

(f.) The authorities of any College may submit, on or before the 1st of February in each year, for the approval of the Commissioners, a list of the names of the Candidates for the Entrance Examination, to be held at Easter. No application will be entertained unless all the preliminary regulations are complied with. List of Candidates to be submitted for approval.

(g.) The Session of a Training College shall open at latest in the week commencing with the first Monday after the 10th September in each year. Session.

(h.) Should King's Scholars on completion of training act as Substitutes for Teachers during the absence of the latter from their Schools while in training, or be appointed as qualified Lay Assistants in Convent or Monastery National Schools, the time so employed as Substitutes or as Lay Assistants will count as part of the two years' probationary service, if the service rendered be satisfactory. Service as Substitute or as Lay Assistant will count for Bonus to College.

Rule 164—continued.

Appendix.

Section II,
F.

King's Scholar
ineligible for
appointment as
Teacher during
period of
Training.
Instruction in
Drawing and
Vocal Music.

King's Scholars
may be re-
quired to
discontinue
training.

Conditions for
entrance.

Examination
of King's
Scholars.

(i.) A King's Scholar is not eligible for employment as a National Teacher, Principal or Assistant, during the time which he or she may have contracted to remain as a Student in a Training College, unless the Commissioners of National Education are satisfied that the infraction of the contract is justified by illness or any other satisfactory cause.

(j.) The Commissioners require that in all Training Colleges, and in the Practising Schools connected therewith, satisfactory provision be made for instruction in Drawing and Vocal Music. *All Students (King's Scholars) will be tested by the Inspector of Music, and if they fail in this subject, on his report, may be excused in individual cases.*

(k.) *Principals of Training Colleges have absolute power to require any King's Scholar to discontinue his or her course of training during or at the end of first year under certain circumstances.*

(l.) *Candidates for entrance to a Training College will be examined in all the subjects of Col. 1 Revised Programme for Teachers,* except where the contrary is indicated in the Notes to the Programme. Their position on the Candidate Lists prepared for the Training Colleges will be determined solely by the result of this Examination. Such Candidates as are Certificated National Teachers are eligible for admission to a course of training without undergoing the Examination. University Graduates are eligible for a one year's course of training without undergoing examination.*

165. (a.) An examination of the Students is held yearly, in the month of July, at each of the Training Colleges.

(b.) No Students may be presented for examination except King's Scholars in training, either as interns or as externs throughout the College year.

(c.) The Students have a different examination according to whether they are men or women, or are at the end of a first or second year of training. The syllabus for women includes special subjects for the Teachers of infants.

(d.) At the end of their first year of residence, the two-year Students must pass in Col. 2 of Revised Programme as a condition of being further retained in training.

(e.) *King's Scholars, at the final Collegiate Examination, must pass in Col. 3 Revised Programme for Teachers, as a condition of being recognised as trained and of receiving the Diploma. A King's Scholar, however, who fails, may be allowed a second trial, on the recommendation of the Principal, at the next following Annual Examination, on passing which the Candidate will be recognised as trained and as eligible to obtain the Diploma on the usual conditions.*

(f.) *Persons holding Degrees of B.A. or M.A. from any British or Irish University shall be exempted in part from the ordinary examination at the end of the training course, but shall be required to pass a Special Examination in Pedagogy and in such subjects of Col. 3 as are not covered by their University Degrees.*

* For Revised Programme see Appendix to Rules.

Rule 165—continued.

Appendix.
Section II.
F.
Examination
of King's
Scholars
(continued).

(g.) A Graduate in Arts who also holds a Diploma in Teaching from a University, or Certificate of Proficiency in Teaching, or in special branches from Educational Authorities approved by the Board, may, however, be relieved in whole or in part from the Special Examination at the end of his or her course of training; but in such case the Principal of the Training College must certify, in a special and precise manner, as to the Candidate's diligence and progress in studies while a King's Scholar.

(h.) Passing in any particular Subject shall mean obtaining at least 20 per cent. of the marks assigned to it.

(i.) Passing the Examination shall mean obtaining at least 50 per cent. of the total possible marks without failure in any obligatory subject.

(j.) All subjects mentioned in the Programme are obligatory, except where the contrary is indicated in the Programme or foot-notes. King's Scholars need not be taught or examined individually in drill. Every King's Scholar should receive, at least, fifteen collective lessons. Principals of the Colleges should certify as to attendance and due attention to the subject. King's Scholars, either all together or in detachments, should go through a display of their course towards the end of the Session. In case of obvious neglect, the Diploma may be withheld until the Teacher qualifies in drill.

(k.) Failure in one or even in two of the obligatory subjects (if the total percentage reaches 50) shall not necessarily disqualify a Candidate; but failure in three or more shall disqualify a Candidate.

166. A diploma is awarded to every Student who, having passed a Training successful examination at the end of his or her course, whether of Diplomas, one year or two years—

(a.) Shall have been continuously engaged as a recognised Teacher in a National School (including under this term Practising Schools attached to Training Colleges) for two years subsequently to his or her training, and shall, during such years, have been favourably reported on by the Inspector; or

(b.) Is reported by the proper department, in each case, to have completed a like period of good service as an elementary Teacher in public elementary Schools of Great Britain, in the Army or Navy, or in Poor Law Schools, certified Industrial Schools, or certified Reformatories in the United Kingdom.

167. (a) For admission to the examination for entrance to the Marlborough-street Training College, Candidates are selected by the Marlborough-street Training Commissioners on the recommendation of the Inspectors, and must produce certificates of good character.

Rule 167—continued.

Appendix.
Section II.
F.

Candidates for entrance are admitted on the results of the entrance examinations without regard to their religious denominations. Practical Teaching is omitted from the total on which the percentages are computed. The names of the Candidates are arranged on the Pass List in the order of the percentages, and the names of those selected for admission are taken from the Pass Lists in regular order, beginning with the highest.

Resident
Students.

(b.) The *resident Students* are boarded and lodged free of expense out of the funds provided under Rule 163. (c.) There is a time set apart daily for the Students to attend to their respective religious exercises, and every facility is afforded to Clergymen to impart religious instruction to the Students of their own flock. On Sundays the Students are required to attend their respective places of worship; and a vigilant superintendence is at all times exercised over their moral conduct.

Premiums.
The Worship
Fund.

(d.) "*Worship*" *Premiums*.—The annual interest on £100, bequest of the late Rev. W. T. Worship, Rector of Beeston, Norfolk, is allocated by the Commissioners as premiums to those two of the Teachers sent up for training who shall, upon examination by the Professors, appear best prepared for entering on the course of training in the Commissioners' College, Marlborough-street.

Reid Exhibi-
tions.

(e.) "*Reid*" *Exhibitions*.—The Trustees of the will of the late R. T. Reid, Esq., LL.D., of Bombay, in pursuance of the express stipulations of the Testator, have authorized the Commissioners of National Education to apply £80 a year out of the proceeds of his bequest to the maintenance of Two Reid Exhibitions in Trinity College, Dublin, of the value of £40 each, to enable Students of the County Kerry, who have successfully passed the final examination at the close of their course of training in the Marlborough-street Training College, to matriculate in Trinity College, and to pass on without dropping a year to the degree of Arts.

The recommendations of Candidates for the Reid Exhibitions, Trinity College, will be made by the Professors of the Marlborough-street Training College. (See also Rule 242.)

Practising
Schools.

168. Grants are made to the Practising National School of a Training College on the same conditions as to other National Schools, *but Teachers recognized in these Schools prior to the 1st April, 1900, having scales of salaries better than those now fixed [see Rule 200, sec. II. (c)] will be allowed to retain such scales as personal so long as they occupy the same or similar positions as they did on the 31st March, 1900.*

Repayment of
cost of
Training.

169. *Pupil-Teachers and Teachers trained at the cost of the State must repay the cost of their training before they are allowed to enter the Civil Service. The repayments must be made in accordance with the Treasury rule which is as follows:—*

"(a.) Pupil teachers, or those who have been so, for each £26 will have to pay £8 13s. 4d., or a less sum in proportion. (b.) Persons admitted as King's Scholars to a Training College will have to repay the amount expended by the State upon their training. (c.) The sums to be severally reducible by one-thirtieth for each year served, after the end of the training, in elementary Schools for the poor."

SECTION XV.—TEACHERS.

Appendix.

Section II,

F.

Teachers.

Classes of
Teachers

170. Teachers recognised in National Schools are Principal Teachers, Assistant Teachers, Junior Literary Assistants, *Industrial Teachers*, *Workmistresses* and *Manual Instructresses*.

171. No Clergyman of any denomination can be recognised as the Teacher of a *Day National School*.

172. (a.) National Teachers should be persons of Christian sentiment, of calm temper, and discretion; they should be imbued with a spirit of peace, of obedience to the law, and of loyalty to their Sovereign; they should not only possess the art of communicating knowledge, but be capable of moulding the mind of youth, and of giving to the power which education confers, a useful direction. These are the qualities for which Patrons or Local Managers of Schools, when making choice of Teachers, should anxiously look. They are those which the Commissioners are anxious to find, to encourage, and to reward.

Qualities
required in
National
Teachers.

(b.) *A Roll or Register of National Teachers is kept in the Education Office. This Roll shows the grade, classification, qualifications, position in school, service, promotions, depressions, &c., of each Teacher.*

Roll of
Teachers.

(c.) *Teachers of exceptional ability and qualifications are eligible for appointment as Sub-Inspectors of National Schools.*

Sub-Inspector-
ships.

173. The following are eligible for appointment as Teachers or Assistant Teachers of National Schools:—

Persons
eligible for
appointment as
Teachers.

(a.) Persons who have been trained in recognised Training Colleges.

(b.) Persons already recognised as *Certificated National Teachers*.

(c.) *Monitors and Pupil Teachers, on completing their periods of service, and having passed the obligatory portion of the Examination in Col. 1 of Revised Programme will be eligible for appointment as Certificated Assistants in National Schools. (See Rule 238.)*

(d.) *Persons who are fully Certificated Teachers under the English Education Department or under the Scotch Education Department. A Graduate of a University, if of suitable age, may be appointed Assistant Teacher in a National School. Promotion may be obtained on the ordinary conditions. A Female Graduate before being recognised must be qualified under Rule 174**

*The English Education Department will be prepared:—

(I.) To recognise as fully Certificated Teachers in English Schools, Irish First Class Certificated Teachers who have been trained.

(II.) To admit to the second year's examination for a Certificate in English Irish First Class Certificated Teachers who have not been trained, and Second Class Certificated Teachers, if employed as Assistants in English Public Elementary Schools.

(III.) To recognise such Teachers as are referred to in the preceding paragraph as Assistant Teachers qualified under Article 51 of the Code for a year preceding their second year's examination.

Rule 173—continued.

Appendix.

Section II,
F.Teachers pre-
visionally
recognised.Training an
essential for
Principals.Qualifications
of Female
Teacher.

Locum tenens.

Satisfactory
evidence of
health and age.

Age.

(e.) When, however, a person of any of these classes, under any exceptional circumstances, cannot be found to fill an occurring vacancy, the Commissioners will be prepared to consider an application for the recognition of an uncertificated person on the condition that the Candidate shall immediately pass an Examination for a provisional Certificate. For continued recognition the Candidate shall also pass the next General Examination in Column 1 of Revised Programme. In case of failure to pass either of these examinations, the Candidate will be disqualified for a year from the date of such failure. No salary will be paid should the Candidate fail at the first Examination, and, in case of failure at the subsequent General Examination, salary will not be paid after the close of the quarter in which the examination occurred.

(f.) No Person appointed Principal Teacher for the first time, on or after the 1st April, 1900, can be recognised in that capacity if not trained in a recognised Training College, unless under exceptional circumstances and by special order of the Commissioners.

174. A Female candidate for the office of Teacher will not be recognised either as Principal or Assistant unless she is competent, not only to conduct the ordinary business of a School, but also to give instruction in Needlework, Knitting, Cutting-out, and Dressmaking

175. The Commissioners will sanction the appointment of an eligible Temporary Teacher in a National School for a period not exceeding three months as locum tenens pending the appointment of a permanent Principal Teacher, and will pay such Temporary Teacher for services at the rate of third grade salary or capitation salary, as the case may be, without requiring the Manager to enter into a formal agreement with such Temporary Teacher. None but Certificated Teachers are eligible for such temporary appointments.

176. (a.) All candidates for the office of Teacher must before being recognised produce a medical certificate as to the state of their health, and furnish satisfactory evidence of age. (b.) Persons in bad health, or of infirm constitution, or labouring under any physical defect likely to impair their efficiency as Teachers, are absolutely ineligible for appointment under the Board; and (c.) Inspectors are strictly prohibited from recommending the appointment of any such persons.

177. (a.) The limits of age of persons on first appointment to the office of Principal or Assistant National Teacher are:—

Minimum age,	18 years last birth-day.
Maximum age,	35 years.

(b.) Teachers coming from other educational organizations who can satisfy the Board that they have been continuously employed as public Teachers from the age of 35 years or under, may be admitted up to 45 years of age.

(c.) But such exceptions to the maximum age of 35 years will cease to be made if, at any time, the Commissioners of the Treasury give notice in writing, under the hand of one of their Secretaries, to the Board that the number of such exceptional admissions is becoming so great as to interfere with the calculations on which the solvency of the Pension Scheme under the "National School Teachers' (Ireland) Act, 1879," rests.

Rule 177—continued.

Appendix,

Section II,
F.Interrupted
service.

(d) Teachers in National Schools who interrupt their service and resume it after a period not exceeding 10 years, are not subject to any disqualification for age at the date of resumption.

(e) If the interruption has lasted upwards of 10 years, Teachers must not be over 45 years of age at the date of resumption, and they must qualify themselves in all respects as Teachers seeking first appointments under subhead (b).

178. If a *Certificated Teacher* who has ceased for a considerable period to act as Teacher in a National School shall be re-appointed, the Commissioners reserve to themselves the right to determine whether (a) such Teacher shall be recognized, and (b) if recognized, the rate of salary. [See Rule 195 (a.)]

179. Under no circumstances can a Teacher who received a Retiring Gratuity or a Pension be re-admitted to the service of the Board.

Teachers
retired on
Pension or
Gratuity not
re-admissible.

180. (a.) Teachers of National Schools are not permitted to carry on, or engage in, any business or occupation that will impair their usefulness as Teachers.

Teachers not
permitted to
keep public-
houses, &c.

(b) They are especially forbidden to keep public-houses, or houses for the sale of spirituous liquors, or to live in any such house.

(c) *Urban Councillors, Rural Councillors, Poor Law Guardians, members of School Attendance Committees, &c., are not eligible for the position of National Teacher.*

181. (a.) *The Commissioners regard the attendance of Teachers at public meetings or meetings held for political purposes, or their taking part in elections for Members of Parliament, or for Poor Law Guardians, &c., except by voting, as incompatible with the performance of their duties, and as a violation of rule which will render them liable to withdrawal of salary.*

Attendance at
public
meetings, &c.

(b) This Rule does not prohibit the employment of a National Teacher, by the Sheriff, as presiding officer or polling clerk, in a polling booth at a Parliamentary election, the functions of such officers being purely executive and non-political.

Teacher may
act as presiding
officer or
polling clerk at
Parliamentary
Elections.

182. Should the Commissioners consider any Teacher unfit for his or her office, or otherwise objectionable, (a.) they will require, in a Vested School, that such Teacher be dismissed and another provided; and (b) in a Non-Vested School the grants will be withdrawn and the School struck off the Roll of National Schools, unless a suitable Teacher be procured.

Removal of
unfit Teachers.

183. Teachers whose Schools have declined in usefulness and efficiency, or who have conducted themselves improperly, may be admonished, reprimanded, fined, depressed, dismissed, or otherwise dealt with as the Commissioners may deem fit.

Punishment of
Teachers.

184. If a Teacher, from whom salary has been withdrawn for any cause, be re-appointed to a National School, the Commissioners reserve to themselves the right to determine whether the appointment can be sanctioned, or any salary be paid to such Teacher. (See Rule 179).

Subsequent
recognition of
Teacher from
whom Salary
has been
withdrawn.

185. (a.) In Mixed Schools, i.e., Schools in which male and female children are taught in the same room, the Principal Teacher, subject to the approval of the Board, may be either male or female, as the circumstances of the School may require; but

Mixed Schools

(b) When a Mixed School has been received into connexion, the sanction of the Commissioners should be obtained for the substitution of a male for a female Teacher, or vice versa.

Appendix.

Rule 185—continued.

Section II.
F.

(c.) A female Teacher, whether Principal or Assistant, will not be recognised in a Boys School, unless the School or the department of the School in which the Female Teacher is employed is attended by Infant pupils only; or in special cases where, from want of sufficient school accommodation in neighbouring National Schools, a relaxation of this Rule is deemed desirable;

(d.) Nor a male Teacher, whether Principal or Assistant, in a Girls School;

(e.) Nor will a male Assistant be recognised in any School under a female Principal.

Female
Assistants in
Mixed
Schools under
Masters.

186. In a Mixed School presided over by a Master, the Commissioners will require, as a rule, that when the attendance warrants it a female Assistant shall be appointed.

Workmistress.

187.* (a.) In a Mixed School conducted by a Master, in which there is no female Assistant, a Workmistress may continue to be employed, provided there be at least 20 girls in average attendance, and that the Workmistress be employed for at least two hours daily on five days per week, and should a male Assistant be employed in such School a Workmistress may continue to be employed, provided there be an average of 20 girls above the number required for such Assistant (See Rule 103.)

Manual
Instructress.

(b.) The Commissioners do not sanction the appointment of new Workmistresses or of Industrial Teachers, but they recognise a new class of Teachers called Manual Instructresses (see Rule 155). An Assistant will not be recognised in a School in which a Manual Instructress is recognised.

Illness of
Teacher.

188. (a.) For occasional absences owing to illness, or other reasonable cause, for brief periods, the Manager's statement may, under ordinary circumstances, be accepted without loss of salary, &c.

(b.) In cases of illness, the Commissioners, on the production of a medical certificate, allow to any member of the teaching staff, receiving personal salary, &c., from the Commissioners, one month's leave of absence from duty without stoppage of salary, &c. If two or more Teachers are recognised, the responsibility for the school work in the absence of the Principal devolves on the Assistant, or first Assistant, if more than one Assistant be recognised.

Arrangements
for carrying on
School
business.

(c.) When any Teacher is absent from illness for more than two days, and the School is closed in consequence of such illness, the fact should be at once notified by the Teacher to the Manager and to the Inspector, otherwise the Teacher's salary may be stopped for the time during which the School is closed. On receipt of the foregoing notification, the Manager should make such arrangements as are possible under the Rules for having the School business carried on during the absence of the regular Teacher. Managers under such circumstances are at liberty to avail themselves of the temporary services of Assistants or other Teachers from neighbouring National Schools, on friendly consultation with the Manager or Managers of such Schools. The arrangements thus made are to be notified to the Inspector at once, who will then communicate them to the Office. Temporary service so given by Teachers in Schools different from their own, will under such circumstances count as service in their own Schools.

* Workmistresses in the service on the 1st October, 1893, will be recognised (a) so long as they remain attached to the same School in which then serving; (b) so long as the average attendance of girls does not fall below 12; and (c) so long as each School continues to be taught by a Master.

Rule 188—continued.

In case a Manager employs the services of a Teacher not at the time in receipt of salary in another National School, the Teacher absent through illness must provide for the remuneration of such substitute, at a rate not exceeding the salary of Third Grade. It is desirable that in such cases the whole or part of the cost of such substitute should be defrayed from local sources.

Under no circumstance will the Commissioners make any payment for such substitute.

This regulation only applies to cases where a School might be closed for a month or less owing to the illness of a Teacher.

(d.) Should the illness necessitate a more lengthened absence from duty, salary, &c., will not be paid for the additional period of absence unless the substitute, qualified under Rule 173, and to be paid by the Teacher, is appointed.

(e.) In no case can continuous absence owing to illness be sanctioned for a longer period than six months, including vacations.

(f.) Recurring absences of a Teacher on account of illness for long or short periods will be regarded as impairment of the Teacher's efficiency.

(g.) Under no circumstances can a substitute for a paid Monitor be sanctioned.

(h.) The Commissioners cannot, as a rule, recognise the service of a substitute for an absent Teacher if the absence is owing to any other cause than personal illness, or attendance at a recognised Training College, or at a special course of Training approved by them. In case of the enforced absence of a Teacher from the School under medical authority, in consequence of infectious disease in his or her family, the services of a substitute may be accepted for a period, as a rule, not exceeding one month.

(i.) No member of the school staff can be allowed to take "Vacation" or to suspend work during the ordinary period of operation of the School.

189. In Schools under the direct management of the Commissioners, the period for which salary, &c., may be allowed to Teachers when absent owing to illness, &c., without stoppage of pay, will be determined by the circumstances of each case, and, if necessary, the Commissioners will employ substitutes, and pay them for a limited period.

190. The following Practical Rules are to be strictly observed by the Teachers of National Schools:—

I. The Teachers of National Schools are required to keep the following Tablets suspended conspicuously in their school-rooms, and to make themselves thoroughly acquainted with their contents:—(a) The General Lesson, the principles contained in which should be inculcated on the minds of all the pupils at the time of combined ordinary instruction; (b.) The Time Table; (c.) The Practical Rules for Teachers; (d.) The Ten Commandments (if desired); (e.) The Religious and Secular Instruction Tablet; also (in pamphlet form), (f.) The Commissioners' Rules and Regulations; and (g.) The Price List of Books, Requisites, and Apparatus.

II. To exclude from the School, except at hours set apart for Religious Instruction, all Catechisms and Books inculcating peculiar religious opinions.

III. To avoid fairs, markets, and meetings—but above all political meetings of every kind; to abstain from controversy; and to do nothing either in or out of the School which might have a tendency to confine it to any denomination of children.

IV. (a.) To keep the Register, Report Book, and Rolle accurately, neatly, and according to the forms prescribed by the Board; and to enter or mark in the two latter, within the time prescribed by Rule 6 (b), each day, the number of children in actual attendance. (b.) In case any child is obliged to go home after roll-call, except as provided for in Rule 6 (c), and before the School is dismissed, the child should previously enter his or her name in the Leave of Absence Book. Should the child be unable to write, the name is to be written by another child, and not by any of the Teachers. (c.) All attendances or half attendances that are incomplete [see

Appendix.

Section II.

F.

Substitutes

Impairment
of efficiency
through
illness.

Vacation.

Absence of
Model School
Teachers.Practical Rule
for Teachers.School
Records.

Appendix.

Section II,

F.

Rule 190—continued.

Rule 6 (c.)] are to be excluded from the calculation of average attendance. (d) An Absence mark once entered on the Rolls is not to be erased, cancelled, or altered under any circumstances whatever. (e.) The Commissioners also desire that Inspectors diligently after roll-call the number present in each class shall be written in chalk on large figures on a black board suspended in the School, and shall not be rubbed off until next meeting. (f.) The Teaching Staff is required to be in attendance at School half an hour before the time fixed on the Time Table for the commencement of School business in the morning, and where there is a separate afternoon meeting ten minutes before the commencement of that meeting.

To teach according to approved methods.

V. To classify the children in accordance with the Revised Programme; to study the National School Books; to teach according to the approved methods, and to labour diligently to train up their pupils in each branch of knowledge to the degree of attainment or amount of proficiency pointed out for each standard respectively in the Revised Programme.

VI. To observe themselves, and to impress upon the minds of their pupils the great rule of regularity and order—a time and a place for everything, and everything in its proper time and place.

Promotion of cleanliness, &c.

VII. To promote both by precept and example, Cleanliness, Neatness, and Decency. To effect this, the Teachers must set an example of cleanliness and neatness in their own persons, and in the state and general appearance of their Schools. They must also satisfy themselves, by personal inspection every morning, that the children have had their hands and faces washed, their hair combed, and clothes cleaned and, when necessary, mended. The school apartments, too, must be swept and dusted every evening; and white-washed at least once a year. Should the Board of Works be engaged in repairing or improving a Vested School, it is the duty of the Teacher of the School to facilitate their action in every way.

VIII. To pay the strictest attention to the morals and general conduct of their pupils, and to omit no opportunity of inculcating the principles of Truth, Honesty, and Politeness, the duties of respect to superiors, and obedience to all persons placed in authority over them.

IX. To evince a regard for the improvement and general welfare of their pupils; to treat them with kindness combined with firmness; and to aim at governing them by their affections and reason, rather than by harshness and severity.

X. To cultivate kindly and affectionate feelings among their pupils; to discourage quarrelling, cruelty to animals, and every approach to vice.

Care of pupils during School hours.

XI. To have strict care over the pupils during the entire School time. Teachers are not, under any circumstances, to allow the pupils out of the School ground beyond the limit over which official care of them can be efficiently exerted. Where Assistants are employed, they also are responsible for this duty.*

XII. To record in the Report Book of the School all receipts of School-fees (where chargeable), Subscriptions, &c., and the amount of all grants made by the Board, as well as the purposes for which they were made, whether for salaries, premiums, or other payments; also the amount of school Requisites, whether Free Grants or purchased Requisites.

XIII. To take strict care of the Free Grants of Requisites made by the Board; to keep the School constantly supplied with School Books and other Requisites approved by the Commissioners; also to preserve for the information of the Inspectors, the Invoices of Requisites. Teachers are strictly prohibited from using in their Schools any Books, &c., not expressly sanctioned by the Board, and from making any advance on the prices fixed by the Commissioners for Books or other Requisites.

Notice to Inspector of closing of School.

XIV. Notice should be given some days previously to the Inspector of an intended closing of a School for Vacation or for any other purpose; and when a Teacher intends resigning or removing to another School, he should intimate his intention to the Inspector a month at least before his removal or resignation, in order that the latter may have an opportunity of visiting his School, and reporting upon the state of the Premises, Free Equipment, School Accounts, &c., &c.

Attention to ventilation and heating of school-room.

XV. To attend to the Ventilation of the School:—I. Immediately after entering the room in the morning; II. at the time of Roll call; III. about an hour before the School breaks up. The Ventilation can best be effected by lowering, when practicable, the upper part of the windows, so as to admit a thorough supply of air through the room. To see that School-room is properly heated in winter,

* (See, however, Rule 6 (e).)

191. (a.) Every Teacher is required to receive courteously visitors of all denominations, and to have the School records lying upon his desk, which visitors are permitted to examine, (see Rule 39 (a)), including the Daily Report Book in which they may enter such remarks as they deem fit. (b.) Such remarks as may be made are not to be altered or crossed; and the Inspector is required to transmit to the Commissioners copies of such remarks as he may deem of sufficient importance to be made known to them. Appendix.
Section II.
F.
Visitors.
192. (a.) The Commissioners, as a rule, will not correspond directly with Teachers of National Schools. (b.) Official forms, however, may be forwarded direct to Teachers from the National Education Office. Correspondence
with Teachers.
193. (a.) Should a Teacher have any well-grounded cause of complaint against the Manager of the School, such Teacher may submit a statement of the case to the Inspector, who, after due inquiry, if necessary, will refer it to the Board for consideration. Teacher's right
of Appeal.
(b.) Should any Teacher feel himself aggrieved by the conduct of the Inspector, he can make his appeal through the Manager of the School, and it will receive attention from the Commissioners; or
(c.) If the matter of complaint should affect both the Manager and the Inspector, the Teacher is then at liberty to submit his case in writing to the Commissioners, who will, if necessary, direct one of the Chief Inspectors to examine into and report upon it, for the information of the Commissioners.
194. (a.) The "classification" of Principal Teachers and (save as hereinafter provided) of Assistant Teachers, is abolished in the case of Teachers not classed before 1st April, 1900. Classification
abolished.
(b.) All Certified Principal and Assistant National Teachers (except the Teachers of Monastery and Convent Schools, paid by capitation rate) are divided into three grades—the first, or highest grade, containing two sections.
(c.) Teachers recognised for the first time on or after the 1st April, 1900, rank, on appointment, in the Third Grade only.
(d.) The number of Teachers recognised in each grade above the Third Grade, and in each section of the First Grade, is fixed from time to time by the Commissioners.
(e.) The Commissioners periodically fill vacancies in the First and Second Grades in accordance with the prescribed conditions.
195. (a.) The system of promotion by examination and service, hitherto in force, is abolished for all Teachers. Promotion and
Examination of
Teachers.
(b.) Annual examinations of Teachers (except King's Scholars, provincially recognised Teachers, Pupil Teachers, and Monitors) are abolished.
(c.) In future a Teacher, on leaving a Training College and having passed the final examination, will have no further examinations to undergo. The Training Certificate will set forth the attainments and specify in detail the qualifications of a special character, if any, possessed by the Teacher.
(d.) No Teacher appointed for the first time, on or after the 1st April, 1900, is eligible for promotion beyond the Third Grade if not trained in a recognised Training College, unless under exceptional circumstances and by special order of the Commissioners. Conditions of
Promotion.
(e.) Teachers in the service before the 1st April, 1900, who under the rules hitherto in force were not required to be trained as a condition of promotion to First Class, continue to enjoy a similar privilege with regard to gradation, but must qualify for promotion in other respects in accordance with the foregoing conditions.

Appendix.

Section II,
F.Conditions of
promotion
(continued).

Rule 195—continued.

(f.) No Teacher appointed for the first time, on or after the 1st April, 1900, trained or untrained, is eligible for promotion beyond the Third Grade while recognised as an Assistant, unless under exceptional circumstances and by special order of the Commissioners.

(g.) Promotion from a lower to a higher grade, and from the second to the first section of the highest grade, depends on (i.) training; (ii.) position in school; (iii.) ability and general attainments; (iv.) good service; (v.) seniority.

(h.) No Teacher of a school in which the average attendance for the calendar year is under thirty, is eligible for promotion to the Second Grade.

(i.) No Teacher of a school in which the average attendance for the calendar year is under fifty, is eligible for promotion to the First Grade.

(j.) No Teacher of a school in which the average attendance for the calendar year is under seventy, is eligible for promotion to the first section of the First Grade.

(k.) A Teacher promoted from a lower to a higher grade receives on promotion, the salary fixed for the grade to which promoted, but without any immediate addition of Continued Good Service Salary. Teachers must, as a rule, remain three years on the maximum of a grade before becoming eligible for promotion to a higher grade.

Re-employment
of Teachers.

(l.) *Principal Teachers out of employment for a time retain their respective grades, provided they obtain re-employment within a year as Principals. If not re-employed within a year, the Commissioners determine whether, when re-employed as Principals, they can retain their former grades or in what lower grades they may be recognised, respectively. This regulation does not apply to Principals who may be dismissed from their schools for irregularities, breaches of rule, &c. Principal Teachers if re-employed as Assistants come under the rules applicable to Assistants.

(m.) Principal Teachers do not lose the grades to which they have attained on account of decline in the average attendance at their schools, but their salaries may be reduced in accordance with Rules.

(Rule 196 omitted.)

197. The promotions of Teachers date from the 1st April of the calendar year in which granted, but no such promotions are warranted unless the average attendance for the calendar year in which granted, or for the calendar year immediately preceding is sufficient. If this condition as to average attendance is not satisfied the promotion must be deferred until the 1st January of the calendar year in which the average is sufficient.

(Rule 198 omitted.)

(Rule 199 omitted.)

SECTION XVI.—INCOMES OF TEACHERS, &c.

Nature of
payments.

200. (L) (a.) The incomes of *Certificated Teachers of Day National Schools* consist partly of local payments, but mainly of payments by the Board.

(b.) The local payments, where available, comprise subscriptions, donations, and endowments, or School fees from pupils. In some instances residences are provided rent free.

* See also Rules 177 (d.) and (e.), and 178.

Rule 200—continued.

(c.) The scales of School fees, if any are chargeable to the pupils, are fixed by the Managers with the approval of the Commissioners, and cannot be altered except with their sanction [Irish Education Act, s. 18(4)]. Such fees are payable to the Teachers as part of their emoluments in accordance with the terms of their engagements. (See Rule 54).

(II.) (a.) A special rate of Salary (called the Grade Salary) is fixed for each grade of Teachers. The Grade Salary in every case includes the corresponding Class Salary as fixed under the Rules in operation in the year 1892, and also 20 per cent. additional to such Class Salary. (Irish Education Act, 1892, 4th Schedule.)

(b.) A special scale of Continued Good Service Salaries is also arranged for each Grade of Teachers. The Grade Salary may be supplemented by periodic awards of Continued Good Service Salary, according to the scale of such Continued Good Service Salary arranged for the Grade. Awards of Continued Good Service Salary may be made to Teachers of schools with an average attendance of twenty pupils or above, when the Commissioners are satisfied that the work done in the school is satisfactory, and that reasonable progress has been made in the proficiency of the pupils.

(c.) The following are the rates of Grade Salary and scales of Continued Good Service Salary for Teachers in schools having an average attendance of twenty pupils or upwards.* The grant of Continued Good Service Salary is made triennially. The date from which any award of Continued Good Service Salary may be made is determined by the Commissioners. The Commissioners reserve to themselves the right to alter the rates of Grade Salaries and the scales of Continued Good Service Salaries from time to time with the approval of the Treasury.

Appendix.

Section II.,
F.

School Fees.

Grade Salaries.

Continued
Good Service
Salaries.

Grade.	Grade Salary.	Continued Good Service Salary— Triennial Increments.		Maximum Income exclusive of Residual Capitation Grant.	Rates of Salaries and Increments (Principal Teachers).
		Increments.	Number of Increments.		
III.	£ 56	£ 7	3	£ 77	Males.
II.	87	10	2	107	
I ² .	117	10	1	127	
I ¹ .	139	12	3	175	
III.	44	7	3	65	Females.
II.	73	8	2	89	
I ² .	97	8	1	105	
I ¹ .	114	9	3	141	

(d.)

- (1.) Assistants generally, { Males, from £56 to £77.
Females, from £44 to £65.

Rates of
Salaries,
(Assistants*.)

- (2.) Assistants entitled to
Bonuses under Irish
Education Act, 1892, { Males, from £56 to £86.
Females, from £44 to £72 10s.

* For payments to Teachers of Schools with average attendance less than 20 pupils, see Rule 212.

Appendix.

Rule 200—continued.

Section II.
F.Payment of
Bonus.

The increments of Continued Good Service Salary are at the same rate as for III. Grade Principals. The Bonus is awarded when it becomes due in addition to the increments of Continued Good Service Salary.

Assistant Teachers who have been trained in a recognised Training College rank as "Classed higher than Third Class" for the purposes of the Second Clause of the Fourth Schedule to the Irish Education Act, 1892.

Capitation
Grant

(c.) A portion of the total State Grants available for the payment of Teachers' incomes is allocated as an Annual Capitation Grant in accordance with the 4th Schedule to the Irish Education Act of 1892.

The distribution of the Capitation Grant as between Principals and Assistants is made according to a scale indicated by the following examples:—

Average Attendance at School. (3-14.)	Number of Assistants.	SHARE OF RESIDUAL CAPITATION GRANT.				
		Principals.	Assistants.			
		—	1st.	2nd.	3rd.	4th.
59	—	59	—	—	—	—
60	1	60	Nil.	—	—	—
79	1	60	19	—	—	—
85	1	60	25	—	—	—
95	2	60	35	Nil.	—	—
100	2	60	35	5	—	—
120	2	60	35	25	—	—
130	2	60	35	35	—	—
131	2	61	35	35	—	—
135	2	65	35	35	—	—
139	2	69	35	35	—	—
140	3	70	35	35	Nil	—
141	3	70	35	35	1	—
170	3	70	35	35	30	—
175	3	70	35	35	35	—
176	3	71	35	35	35	—
179	3	74	35	35	35	—
180	3	75	35	35	35	—

Remuneration
for work
done during
school hours,
and for extra
instruction of
Monitors.

(f.) The incomes granted to Teachers are their remuneration from the State for all work done during "school-hours," as defined in Rule 9, except where otherwise provided. In the case of schools having the privilege of paid Monitors, the State incomes must also cover the necessary extra special instruction of such Monitors.

(g.) The time during which a Teacher is out of employment does not count as service on which an award of Continued Good Service Salary may be based.

Rule 200—continued.

(h.) Teachers of the First Grade shall not have their salaries reduced on account of decline in the average attendance, unless the average is below thirty-five for one calendar year.

(i.) Teachers of the Second and Third Grades shall not have their salaries reduced on account of a decline in the average attendance, unless the average is below twenty for one calendar year.

(j.) Should the decline in the average attendance appear to the Commissioners to be due to a Teacher's inefficiency, or neglect of duty, the salary is liable to reduction at any time irrespectively of the numerical extent of the decline.

(k.) The income of any Teacher may be decreased for inefficiency or other sufficient cause at any time at the discretion of the Commissioners.

(l.) Assistants on promotion to Principalships receive an initial income of (1) Grade Salary, or of (2) Grade Salary and Continued Good Service Salary combined, equal to their incomes as Assistants under one or other of these heads, as the case may be.

Appendix.
Section II,
F.

Reduction of
salaries.

Promotion of
Assistants—
Incomes.

*III. (a.) Principal and Assistant Teachers in the service before the 1st April, 1900, are awarded incomes under the new regulations, at least equal to their average emoluments under the old regulations from State sources, for the three years ended on the 31st March, 1900. The portions of these incomes, consisting of Grade Salary, or of Grade Salary and Continued Good Service Salary combined, as the case may be, will be personal to the Teachers concerned, and may be retained on change from one school to another, provided (1) that the average attendance in the school to which a Teacher changes, is sufficient under the rules to warrant a payment equal to the personal portion of the income, and (2) provided that there is no alteration in the rank of the Teacher from Principal to Assistant, or from Assistant to an inferior position, owing to the change of school.

Incomes of
Teachers in
the service
before the 1st
April, 1900.

(b.) If the average is not sufficient under the new rules to warrant the Teacher's former salary, or if the Teacher is reduced in rank, the Teacher will be awarded such lower income as the average attendance may warrant, or such as his or her position may warrant, provided the latter income does not exceed his or her former income as Principal.

(c.) Should, however, the income of any Teacher (exclusive of Residual Capitation Grant), awarded under the rules, be higher than the maximum Grade Salary and the maximum Continued Good Service Salary combined, as fixed in the scales of salaries, such income can be retained on change of school, provided the average attendance at the school to which the Teacher changes is not less than the average attendance at the school which the Teacher has left, and also provided that the circumstances of the two schools are similar as regards the emoluments of the teaching staffs taken into consideration when fixing the incomes on the 31st March, 1900, and, further, provided that the Teacher is employed in a similar capacity in the school to which transferred to that in which the Teacher was employed in the school from which the change has been made. If these conditions are not fulfilled, the amount of the salary of the Teacher on change of school will be specially determined by the Commissioners.

*NOTE.—In the case of Teachers who were Candidates for promotion at the annual examinations of 1900, or who had entered as King's Scholars into Training Colleges for the year of training, 1899-1900, special consideration will be given to any promotion in Classification to which they would have been entitled, when fixing their future incomes from the State.

Rule 200—continued.

Appendix.

Section II.

F.

Arrangements
for joining the
new Grades.
Principal
Teachers

(d.) *Principal Teachers in the service before the 1st April, 1900, while retaining their present classification, come for financial purposes under the new system of gradation and consequent emoluments in accordance with the conditions laid down in the following Sections.*

(e.) *For Principal Teachers who were in the service as Principal Teachers before the 1st of April, 1900, the following special arrangements are made for joining the new Grades:—*

(1.) *Principal Teachers of any Class in Schools with an average attendance of 10 but under 20, having incomes (exclusive of Residual Capitation Grant) less than the Grade Salary assigned for Third Grade Teachers, receive as an initial salary from the 1st April, 1900, the Grade Salary so assigned for Third Grade Teachers.*

(2.) *Principal Teachers of any Class having incomes less than the maximum income (exclusive of Residual Capitation Grant) assigned for Third Grade Teachers, are eligible for an increase of income by an increment or by increments, as Continued Good Service Salary, or otherwise, to the maximum limit of the scale of income so assigned for Third Grade Teachers.*

Provided that the average attendance for the calendar year in the schools of such Classed Teachers is not less than 20.

(3.) *Principal Teachers of the First or Second Class having incomes less than the maximum income (exclusive of Residual Capitation Grant) assigned for Second Grade Teachers, are eligible for an increase of income by an increment or by increments, as Continued Good Service Salary, or otherwise, to the maximum limit of the scale of income so assigned for Second Grade Teachers.*

Provided that the average attendance for the calendar year in the schools of such Classed Teachers is not less than 30.

(4.) *Principal Teachers of the First Class having incomes less than the maximum income (exclusive of Residual Capitation Grant) assigned for Second Division of First Grade Teachers, are eligible for an increase of income by an increment or by increments, as Continued Good Service Salary, or otherwise, to the maximum limit of the scale of income so assigned for Second Division of First Grade Teachers.*

Provided that the average attendance for the calendar year in the Schools of such Classed Teachers is not less than 50.

(5.) *Principal Teachers of the First Division of First Class having incomes less than the maximum income (exclusive of Residual Capitation Grant) assigned for Teachers of the First Division of First Grade, are eligible for an increase of income by an increment or by increments, as Continued Good Service Salary, or otherwise, to the maximum limit of the scale of income so assigned for Teachers of the First Division of the First Grade.*

Provided that the average attendance for the calendar year in the schools of such Classed Teachers is not less than 70.

Rule 200—continued.

(f.) Assistant Teachers in the service before the 1st April, 1900, while retaining their Classification, come, for financial purposes, under the new system of gradation and consequent emolument, in accordance with the following conditions:—

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Section II.,
F.

Assistant Teachers.

If such Teachers have incomes (exclusive of Residual Capitation Grant) higher than the maximum limit of the scale of incomes assigned for Assistant Teachers, they may retain such higher income as personal so long as they remain Assistants.

If such Teachers have incomes (exclusive of Residual Capitation Grant) less than the maximum limit of the scale of incomes assigned for Assistant Teachers, they are eligible for an increase of income by an increment or by increments, or otherwise, to the maximum limit of such scale of incomes.

(g.) The cases of Assistants highly classed under the rules hitherto in force, but not receiving full class Salary, may be specially considered on their promotion to Principalships.

(h.) Cases in which in the judgment of the Commissioners any of the rules in this Section would operate inequitably, will be specially considered.

(Rule 201 omitted.)

(Rule 202 omitted.)

203. (a.) The salaries of National Teachers are payable and will be remitted on the 15th day of January, April, July, and October, in each year, in cases where the School Returns have been received in due time, and where there are no irregularities to be specially dealt with before payment. Should the 15th of the month fall on a Sunday the salaries will be issued on the 16th.

Dates of payment of Salaries.

(b.) Where salaries are paid by quarterly payments, the computation for a broken period of a quarter is made with reference to the number of days in that quarter.

Payment for portion of a quarter.

(c.) The Commissioners are very desirous that the appointment of Teachers should be made from the first day of a quarter, and they therefore request Managers to discourage changes in the teaching staff except at the end of a quarter.

Changes in staff should date from first day of quarter

(d.) Should the first or last day of the month fall on a Saturday, or Sunday, or recognised holiday, salary will be allowed for such days.

Payment for Saturday, Sunday, or holiday.

(Rule 204 omitted.)

(Rule 205—Transferred to page 111)—[Rule 136 II. (L)].

206. (a.) To warrant a grant of salary to a second Teacher (Assistant, Male or Female), the School must have an average daily attendance of at least 60 pupils. Salary to additional Assistants may be granted according to Scale. (See Rule 103.)

Average attendance for Assistants

Rule 206—continued.

Appendix

Section II,
F.Recognition of
New Assistants.

(b.) No new Assistant can be recognised (except in the case of schools aided by the Commissioners for the first time) unless the average attendance for the calendar year ending on the 31st December immediately preceding the date from which recognition is sought, and also the average attendance for the quarter in which recognition is sought, are sufficient under the rules. But should the average attendance for the calendar year ending on the 31st December, during which an Assistant is appointed, prove sufficient under the rules, recognition of such Assistant may be granted from the date on which recognition is sought, provided the average attendance for the quarter in which recognition is sought is sufficient, or, in case the average for such quarter is not sufficient, from the first day of any subsequent quarter in which the average is sufficient.

Withdrawal of
Grants for
Assistants.

(c.) In the case of schools having an Assistant Teacher, or more than one Assistant Teacher, the grant for an Assistant Teacher will not be withdrawn on account of the insufficiency of the average attendance, until the end of two consecutive quarters of insufficient average attendance.

(d.) Should it be shown to the satisfaction of the Commissioners that the insufficiency of the average attendance was due to epidemic disease or other exceptional cause, the Commissioners may continue the grant for an additional period, not exceeding two consecutive quarters, even though the average attendance for these additional quarters is also insufficient. Under no circumstances can the grant for an Assistant be continued for a longer period of insufficient attendance than four consecutive quarters, and it must be then assumed that the services of such Assistant are no longer required.

(e.) Assistants, from whom recognition has been withdrawn on account of insufficient average attendance, cannot be again recognised except on the same conditions as laid down for new Assistants in section (b).

(f.) Temporary and exceptional causes should be clearly set forth in the Manager's Return for the second quarter, in which the reduction in the average attendance appears, and the claim for the continuance of aid should be sustained by Medical or other Certificates.

(g.) The Rules relating to the average attendance required to warrant the appointment or retention of Assistants shall be regarded as in operation from the 1st April, 1900; but decisions on questions of average attendance that were provisionally made by the Commissioners, before the time these Rules received the final sanction of the Government and the Treasury, under the Rules hitherto in operation, or under interpretations of the Rules hitherto in operation, and which were deemed equitable during the transition from the old system of payments to the new system of payments, shall be deemed as valid decisions.

(Rule 207 omitted.)

Junior
Literary
Assistants and
Work-
mistresses.

208. Junior Literary Assistants and Workmistresses now recognised, receive a consolidated salary in lieu of all their former emoluments from the State. No new appointments can be sanctioned.

(Rule 209 omitted.)

210. *In cases where Schools having the services of Junior Literary Assistants or Workmistresses fail to command, for two consecutive quarters, the requisite average attendance, Managers must be prepared for the withdrawal of salary under similar conditions to those laid down in the case of Assistants. (See Note to Rule 187.)*

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Section II.,

F.

Withdrawal of Grants for Junior Literary Assistants or Workmistresses. Temporary Assistant.

211. (a.) In a rural School which maintains an average attendance in certain months of the year sufficient for the employment of one Assistant, but not sufficient in the other months, it shall be competent for the Manager to appoint, with the sanction of the Board, a suitable person to act as "Temporary Assistant"; and such Temporary Assistant will be paid *Third Grade Salary, without Capitation*, for those months in which the average is sufficient.

(b.) No person will be recognised as Temporary Assistant who is not certificated.

(c.) No new appointments of "Temporary Workmistresses" will be sanctioned.

212. (a.) Teachers of small schools, situated on the mainland, with an average attendance under 10, are paid a *Capitation Grant of £1 15s. and Residual Capitation Grant, for each pupil in average attendance. If such schools are on islands remote from the mainland, the teachers may receive a Capitation Grant of £3 10s. and Residual Capitation Grant, for each pupil in average attendance.*

Payment to Teachers of small Schools.

(b.) Teachers of small schools, with an average attendance of 10 but under 20 pupils, are paid uniformly, in lieu of all emoluments from the State, at the salary fixed for Female Teachers of the Third Grade, with *Residual Capitation Grant*, but are not entitled to *Continued Good Service Salary*. It is desirable that Teachers of schools with averages from 10 to 19 pupils should be women.

(c.) In small schools of from 10 to 19 pupils in which men were employed as Teachers before the 1st April, 1900, such Teachers are paid a personal income equal to the salary fixed for Male Teachers of the Third Grade, with *Annual Capitation Grant*, so long as they remain in charge of the schools.

(d.) If a School aided under section (a) has an average attendance of 10 or over for any quarter, the Teacher is eligible for payment under the conditions laid down in section (b) for such quarter only. No claim can be made in these schools on account of reduction of the average attendance owing to exceptional causes.

(e.) The *Capitation Grant* under this rule includes the ordinary *Capitation Grant* as computed under the rules of the Commissioners, existing at the time of the passing of the Irish Education Act of 1892, augmented by 3s. 6d. as provided for by the First Clause of the 4th Schedule to that Act.

(Rule 213 omitted.)

SECTION XVII.—EXAMINATION, ORGANIZATION, AND PROGRAMME OF DAY NATIONAL SCHOOLS.

214. (a.) *The individual examination of all the pupils of the schools in each subject of the Programme is abolished, except in very special cases, and the payments based on such examinations—hitherto known as Results Fee—are abolished in all cases.*

Inspection and examinations.

Rule 214—continued.

- Appendix.*
Section II,
F.
Annual Examination.
- (b.) All schools are examined fully, except in very rare cases, at least once a year, but the examination is not necessarily, or in ordinary cases, an individual examination of all the pupils. In addition to the annual examination, the schools are visited and inspected as often as the Inspector may deem necessary, or the time at his disposal permits.
- Examination by Managers.*
- (c.) The Commissioners consider it desirable that, in addition to the regular examinations by Inspectors, Managers should make arrangements for holding periodic examinations of the pupils, at which the parents of the children may attend.
- Managers' Reports.*
- (d.) It is open to Local Managers to furnish to the Commissioners yearly a Confidential Report on each National School under their jurisdiction.
- Progress Table.*
- (e.) The Principal Teacher of each school is required to furnish to the Inspector, through the Manager, every year, immediately prior to the annual examination, a "Progress" Table, showing the progress made during the year by the pupils individually, and in cases where there has been no progress, specifying the reasons. This Progress Table is considered by the Commissioners along with the Reports on the schools.
- Organization.*
- (f.) The systems of School Organization hitherto in operation are not now insisted on. Managers and Teachers have freedom of organization under systems approved by the Commissioners.
- Curriculum.*
- (g.) The Results Programme is abolished. The Revised Programme is substituted therefor.
- Ordinary Subjects.*
- (h.) The ordinary Day School subjects are (1) English (including as sub-heads, Reading, Writing, Spelling, Grammar, and Composition), (2) Arithmetic, (3) Kindergarten and Manual Instruction, (4) Drawing, (5) Object Lessons and Elementary Science, (6) Singing, (7) School Discipline and Physical Drill, and in Girls' Schools in addition, (8) Cookery and Laundry Work, (9) Needlework. Detailed Syllabuses in each Day School subject are issued by the Commissioners. Geography and History are not specified as Day School subjects; but during the Reading Lesson the Teachers are expected to convey a sufficient knowledge of these subjects, by the use of Literary, Geographical, and Historical Reading Books.
- Programmes may be arranged to suit localities.*
- (i.) Within the limits of the curriculum Managers can, with the approval of the Commissioners, arrange the Programmes of their schools so as to suit the needs of the localities in which the schools are situated.
- Optional or Extra Branches.*
- (j.) The Commissioners sanction Irish, French, Latin, Mathematics, and Instrumental Music, as optional branches that may be taught in all National Schools, and that may be taught in these Schools during the ordinary school hours, provided the adequacy of the course of instruction in the ordinary Day School subjects is not impaired or hampered thereby.
- (k.) Payment for approved Extra Branches taught outside School hours will be made under the following conditions and at the rates specified:—

Where systematic instruction has been given before or after the regular school hours at least once a week during the school year, and that such weekly instruction is of at least one hour's duration, or where similar instruction is given twice a week, each lesson being of half-an-hour's

Rule 214—continued.

duration, the teacher, if approved as competent by the Inspector, may receive a fee for each pupil who has been in *bonâ fide** attendance throughout the course in a class which has passed the tests applied by the Inspector at end of the course.

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F.

The fees are as under :—

Irish Language,	.	.	.	10s. per pupil.	Fees for
French "	.	.	.	5s. "	Extra
Latin "	.	.	.	5s. "	Branches.
Mathematics,	.	.	.	10s. "	
Instrumental Music,	.	.	.	5s. "	

Not more than two Extra Branches can be paid for without special sanction of the Board.

The programmes in the Extra Branches are not obligatory. The Commissioners will consider other programmes which Managers may arrange in conference with the Board's Inspector, but such programmes must not be of less scope than the present official programmes.

(Rule 215 omitted.)

School Grant (Irish Education Act, 1892).

216. The following are Rules for Administering the Parliamentary School Grant under the 18th Section and 4th Schedule of the Irish Education Act, 1892, 55 and 56 Vict., ch. 42:—

Rules for
administering.

1. The average rate of school-fees for the year 1891 is computed by taking the school-fees received during that year for subjects taught either wholly or partly within the ordinary school hours from pupils of over 3 and under 15 years of age, and dividing those fees by the average daily attendance for that year of pupils within those ages.

Average rate of
fees for 1891.

2. In Schools where the average rate of school-fees received from children of over 3 and under 15 years of age, during the year 1891, was not in excess of six shillings for each child of the number of such children in average attendance, no school-fee is chargeable to any such child for any subjects taught either wholly or partly within the ordinary school hours.

Free Schools.

3. School-fees may be charged to pupils of 15 years of age, and upwards.

School Fees :
when charge-
able.

Fees may also be charged to children under 15 years of age for Extra or Optional Subjects taught wholly outside the ordinary school hours; but under no circumstances may fees for Extra or Optional Subjects be charged to such children even though the instruction is given wholly outside the ordinary school hours, if the payment is to be a condition of admission to the School.

* *Bonâ fide* attendance means attendance for at least 100 days at a Day National School during the School Year, and at 75 per cent. of the number of meetings required by the Rules to constitute a course in an Extra Branch.

Rule 216—continued.

Appendix,
Section II,
F.
Average
Excess fee.

Scale of fees
not to be
altered except
with approval
of Commis-
sioners.

Schools aided
on or after
1.1.92 are free
for pupils from
3 to 15.

Mode of
payment of
Grant.

Increase of
Salaries.

Increase of
Capitation
Grant.

Bonuses for
Assistants.

* Third Class
Salary to
Teachers of
Schools with 20
pupils (2-15).

Payment of
Residue.

4. In Schools where the average rate of school-fees, during the year 1891, was in excess of six shillings for each child of the number of children between 3 and 15 years of age, in average daily attendance, fees may be charged to such children; but the total amount of fees shall not be such as to make the average rate of fees for all children in average attendance at the School, exceed for any year the amount of the said excess. Fees for any subjects taught either wholly or partly within the ordinary school hours, are held to be school fees for purposes of this Rule, and must be included in determining the average rate charged.

5. In respect of school fees, no scale of fees shall be altered or fixed except with the approval of the Commissioners. And should the application of the scale sanctioned for any School result in the levy of an average fee in excess of the authorized limit, such excess should be refunded to the parents or guardians.

6. All Schools brought into connexion as National Schools on or after the 1st January, 1892, shall, if receiving the school grant, be free of school-fees for pupils over 3 and under 15 years of age.

7. Evening Schools are excluded from the benefit of the school grant.

8. Payment shall be made subject to the existing Rules and Regulations of the Commissioners in respect to average daily attendance of pupils, as provided in the First Clause of the Fourth Schedule, viz. :—

(a.) In augmenting by 20 per centum the existing rate of class salaries of Teachers and of salaries of Assistant Teachers, and

(b.) In augmenting by Three Shillings and Six Pence the Capitation Grant to Schools receiving such grants and not having Teachers paid by class salaries; the latter augmentation to be an augmentation of the ordinary Capitation Grants as computed under the Rules of the Commissioners, existing at the time of the passing of the Act, in respect to average daily attendance.

9. (a.) The Bonuses for Assistants under the Second Clause of the Fourth Schedule are to be annually granted to all Assistants of five years' standing or over who are classed higher than third class.

(b.) In case of interrupted service as Assistant, if the period of interruption be spent as Principal Teacher, such service may count for Bonus.

10. Schools that have an average daily attendance of twenty and under thirty pupils over 3 and under 15 years of age, are recognised and aided, under the Third Clause of the Fourth Schedule, as Schools entitled to "third class salary," &c.

11. The payment of the Residue under the Fourth Clause of the Fourth Schedule is to be made on the average daily attendance, computed on attendances of pupils over 3 and under 15 years of age.

Rule 216—continued.

12. The Unit of Distribution of the Residue shall be found by dividing the estimated Residue as nearly as possible by the aggregate average daily attendance of pupils over 3 and under 15 years at Schools receiving the School Grants.

Fractions of a penny to be omitted.

13. The average daily attendance at the Schools receiving the School Grant shall, for the purposes of the residual Capitation Grant, be the average daily attendance for the periods to which the payments respectively relate.

14. (a.) The twenty per cent. increase under the First Clause of the Fourth Schedule shall be computed on the class-salary portion of the salaries of Principals and Assistants of Model and Practising Schools.

(b.) The Bonuses, under the Second Clause of the Fourth Schedule, shall be annually granted to all Assistants in such Schools of five years' service and over.

(c.) The general Rules determining the average rate of excess-fee, if any, shall be applied in the case of these Schools.

(d.) *The school fees of Model Schools are distributed on a basis specially determined by the Commissioners.*

Appendix.

Section II,
F.

School Grant.

Unit of
Distribution.
Definition of
"Average
daily
attendance."

Model Schools

Mode of
computing
20 per cent.
increase.

Model Schools.

Bonuses to
Assistants.

Model Schools.

Excess fee.

(Rule 217 omitted.)

218. 1. The Commissioners of National Education are empowered to allocate to the Teachers of ordinary National Schools the interest accruing from the Private Bequests' Fund in premiums, to be called "The Carlisle and Blake Premiums." Teachers of Model Schools, Convent Schools, or other special Schools are not eligible for these premiums.

Carlisle and
Blake
premiums.

2. The interest from the accumulated funds available for premiums now amounts to £80 a year, and this sum will be distributed in premiums of £5 each—three for the most deserving Principal Teachers in each of the Circuits every fourth year, upon the following conditions:—

(a.) That the average attendance and the regularity of the attendance of the pupils are satisfactory.

(b.) That a fair proportion of the pupils have passed in the higher standards.

(c.) *That, if a Boys' or Mixed School, taught by a Master in a rural district, the elements of the sciences underlying agriculture are fairly taught to the boys of the senior standards; and, if a Girls' School (rural or town), needlework is carefully attended to.*

(d.) That the state of the School has been reported, during the previous two years, as satisfactory in respect of efficiency, moral tone, order, cleanliness, discipline, school accounts, supply of requisites, and observance of the Board's rules.

3. No Teacher will be eligible for a premium twice in succession.

4. The names of the Teachers to whom premiums are awarded will be published in the Annual Report of the Board.

(Rule 219 omitted.)

Appendix.

Section II.

F.

Gratuities on retirement to Teachers who did not join the Pension Scheme.

SECTION XVIII.—TEACHERS' RETIRING GRATUITIES AND PENSIONS.

(a.) *Old System.*

220. (a.) Teachers who, being in the service at the time of the passing of the National School Teachers Act of 1879 (42 & 43 Vict. cap. 74), declined to submit to deduction from their Salaries for Pensions, are eligible for Retiring Gratuities from the Commissioners when, from old age or infirmity, obliged to retire. (b.) The gratuity is calculated at the rate of one year's salary (*old regulations*) [augmented by 20 per cent. in the case of *Principal and Assistant Teachers*, and also by the amount of the bonus (if any) under the *Irish Education Act of 1892*, in the case of *Assistant Teachers*] from the Board, for ten years' service. (c.) This rate is subject to reduction.

221. (a.) In each case the Gratuity is paid only with the express sanction of the Lords of His Majesty's Treasury. (b.) Should the Teacher die before the Retiring Gratuity has been granted by the Commissioners of National Education (subject to the sanction of the Lords Commissioners of H. M. Treasury) no payment thereof can be made to his or her representatives.

(b.) *New System (Pensions Act, 1879).*

For Rules, &c., under the Act, see Appendix.

Paid Monitors.

Monitors are selected by Competitive Examination.

SECTION XIX.—PAID MONITORS.

222. Paid Monitors are appointed by the Commissioners upon the recommendation of the Inspectors, who are to select them by competitive examination, and, as a rule, from eligible pupils of the Schools in which they are to be employed.

223. The primary object of the employment of Monitors in National Schools being to prepare young persons for the office of National Teacher, Inspectors are prohibited from recommending Candidates for appointment in Schools in which there are not clear grounds for anticipating that they will not only be efficiently instructed in the subjects laid down in the Monitors' Programme, but also carefully trained in School Organization, and in the most approved methods of Teaching.

224. Particular attention should be paid to the condition of the Schoolroom and the premises generally, the Furniture and School Apparatus, and the adequacy of the accommodation.

Inspector not to recommend Candidates to whom Manager objects or Teacher reasonably objects.

225. The Inspector, before recommending the appointment of a Monitor, is bound to confer with the Manager of the School as to the character and general suitability of the candidate whom he has selected, and he is prohibited from recommending any candidate to whom the Manager of the School objects. He should also be careful not to select any candidate to whom the Teacher of the School entertains a reasonable and well-founded objection,

226. (a.) Candidates for Monitorship must be persons of a sound and healthy constitution, and free from any physical defect likely to impair their efficiency as Teachers. (b.) A Registrar's certificate of date of birth—*no other evidence will be accepted, where this is procurable*—and a medical certificate of good health must be furnished.

Appendix.

Section II.
P.Satisfactory
Evidence of
Age and of
good health
required.Prescribed age
of Candidates.

227. Inspectors, as a rule, should recommend for appointment as Monitors pupils who, at the commencement of their course (*i.e.* on the 1st of July), shall have completed the thirteenth year of their age, and shall not have passed their sixteenth year. (Pupils under 16 years of age can obtain a Registrar's certificate of date of birth for 6d.) Candidates must have answered satisfactorily at the last Examination in the *Standard* in which they were presented, which should not be lower than the fifth *Standard*.

228. A Female Monitor will not be appointed (a.) in a Male School (unless it is a Male Infants' School or *Male Infants' Department* under Female Teachers), or

Female
Monitor in a
School under
Male Teacher.

(b.) In a Mixed School under a Male Teacher, unless (1) she is a near relative of the Teacher, or (2) there is in the School a Female Teacher who will either be charged with the Monitor's extra instruction or will always be present thereat, or (3) other Female Monitors or pupils or some respectable female be present during the entire time devoted to such extra instruction.

(c.) A Female Monitor cannot be appointed to any School in which there is not adequate provision for instruction in Needlework.

(d.) A Male Monitor will not be appointed or recognised in a School under a Female Principal.

229. (a.) A Monitor is appointed only for a particular School, and cannot be transferred, even temporarily, to another School without the express sanction of the Commissioners, which will be granted only under exceptional circumstances; but (b.) where a Girls' School or a Mixed School is associated with an Infants' School in the same premises, the Manager may allow the female Monitors of each department to devote a portion of their time to teaching and practising in the other department.

Transfer of
Monitor from
one School to
another.

230. (a.) Save in case of death or resignation of a Monitor, or of a Monitor becoming disqualified—in any of which events appointments of successors may be sanctioned within six months from 1st of July—Paid Monitors are appointed only from the 1st of July in each year, and all appointments of Monitors shall be subject to the fulfilment of the conditions hereinafter specified as regards good conduct, efficient instruction, and maintenance of sufficient average attendance of pupils.

(b.) The total number of Monitors that the Commissioners are authorized to maintain is strictly limited.

(c.) Managers of National Schools are accordingly to understand that they have no claim to the appointment of Monitors merely on the ground that the conditions specified in these Rules have all been fulfilled.

Appendix.

Rule 230—continued.

Section II.
F.

Paid Monitors.

Maximum number that can be appointed.

(d.) In large and important Schools and in such other Schools as may be specially selected by the Commissioners for the training of Monitors, the maximum number that can be recognised is set forth in the following scale; but the Commissioners reserve to themselves even in such Schools, the right to determine whether this maximum should be sanctioned:—

Average Attendance.		Monitors.	
40 but under 85,	.	.	1
85	"	130,	2
130	"	175	3
175	"	220,	4
220	"	265,	5
265	"	310,	6
310	"	355,	7

and so forth.

Date of Appointment.

(e.) All appointments of Monitors shall count in respect of the fulfilment of their Monitorial Course as from the 1st of July in the year of appointment.

Monitor may be continued for an additional period.

Conditions of continuance for a second period.

(f.) After the expiration of three years from such 1st of July, a Monitor may be continued for an additional period of two years in Ordinary National Schools, as a rule conducted by First or Second Grade or Trained Teachers, and in Model, Practising, Convent, or Monastery National Schools, provided—(1) that the Monitor has passed creditably at the third year's examination, and (2) that the School in which he is serving is in every respect efficiently conducted, and maintains a sufficient average attendance.

Scale of Salaries.

(g.) The following is the Scale of Salaries:—

Year of Service.	Males.	Females.
First,	£5	£5
Second,	6	6
Third,	8	8
Fourth,	12	10
Fifth,	18	16

Qualifying attendance for Monitors.

231. The School for which a Monitor is recommended must, as a general rule, exhibit an average daily attendance of not less than forty pupils for the period of twelve months ended on the 31st December, immediately preceding date of appointment.

No remuneration for unrecognised Service.

232. No service as Monitor can be recognised unless the appointment is formally made by the Commissioners. Salary cannot be continued to a Monitor for any period after the termination of his Course.

Salary withdrawn if attendance falls below prescribed minimum.

233. (a.) Should a School in which a Monitor is recognised fail to command the requisite average daily attendance, salary will, as a rule, be withdrawn from the end of the second quarter in which the falling off appears, unless there is evidence satisfactory to the Commissioners that the reduction was due to temporary and exceptional causes, *when it may be further continued.* (The case of Monitors whose final examination is approaching may be specially considered.) (b.) The Commissioners reserve to themselves the right of cancelling the appointment of a Monitor whenever, for sufficient reason, they may see fit to do so. (See Rule 239.)

Appointment may be cancelled.

234. The Inspector recommending the appointment of a Monitor, must certify that he has taken care to explain to the Teacher—

Appendix,
Section II,
F.

(1) That *the Teacher* will not be permitted to employ the Monitor in teaching for more than three hours each day ;

Further conditions of Appointment.

(2) That *the Teacher* will have to instruct *the Monitor* carefully along with the pupils of the School during the remainder of the daily school time ; and

(3) That *the Teacher* will be bound to give *the Monitor* extra instruction regularly in the Monitorial course for at least three-quarters of an hour each day on not less than five days of the week, before or after ordinary school-hours, or for half an hour a day on five days, and two hours on Saturdays.

235. (a.) Paid Monitors may be examined as pupils of the Schools in which they receive the prescribed extra and school instruction.

Monitors may be examined as Pupils.

(b.) The attendances of Monitors are to be recorded daily on the Rolls, and to be included in calculating the average daily attendance of pupils.

Attendances of Monitors to be recorded.

236. Paid Monitors, unless prevented by illness or other unavoidable cause, must undergo a yearly examination in the prescribed courses. (For Programme see Appendix.)

Yearly Examination.

237. (a.) The annual examination of Monitors, including their Special Courses for their first, second, *third*, and fourth years of service, will be held in their Schools at the Annual School Examinations, and on each occasion the Monitors will have to exhibit to the Inspector all the exercise books written by them in the course of the year, and the females must also exhibit specimens of their needlework, to afford proof that due attention has been given to the branches of needlework suited to their capacity.

Yearly Examination of first, second, third, and fourth years held in Schools.

(b.) *The final examination of fifth year Monitors will be held at Easter each year.*

Examination of fifth year.

238. *Monitors who pass their final examination in Column 1 of the Revised Programme satisfactorily, and who complete their five years' service, are eligible for appointment as Certificated Assistants in National Schools.* The certificate will be forfeited unless the Monitor shall have been appointed to a Teachership in a National School, or shall have been admitted as a King's Scholar to a Training College, within three years from the termination of the period of service as Monitor.*

Condition as to Certificates.

239. The salary granted to a Monitor may be withdrawn at any time, should want of diligence, of efficiency, or of good conduct on the part of the Monitor, or any other circumstance, render such a course desirable.

Monitor's Salary may be withdrawn.

240. When a vacancy in a Monitorship occurs, whether before or on the expiration of a Monitor's term of service, it does not necessarily follow that a successor will be appointed.

* Monitors who attended their final examination at Easter, 1902, are also eligible for appointment as Assistants, but must qualify in Manual Instruction, Elementary Science and Object Lessons, and Physical Drill before being granted a Certificate.

Appendix.

Section II,
F.Expenses of
Candidates at
Annual
Examination.

241. Payments are made for travelling and lodging to uncertificated Teachers, Pupil Teachers, and Monitors, &c., attending the Annual Examination, under the following conditions:—

(a.) Where there is no Railway, or other public conveyance to the place of examination, the actual expenses may be allowed, provided the total cost for the entire journey each way does not exceed 2*d.* per statute mile.

(b.) Where there is a public conveyance available, the fare payable thereby is allowed, provided the total cost for the entire journey each way does not exceed 2*d.* per statute mile.

(c.) For Railway journeys, third class fare only is allowed to Males, but second class fare may be allowed to Females when they have paid it; but where a return ticket can be availed of the cost of such ticket only should be charged.

(d.) The Lodging Allowance may be estimated at 2*s.* per night (for each day of the examination), with one night additional when the School is situated at an inconvenient distance from the place of examination.

(e.) No expenses are payable when the School is under four statute miles from the town where the examination is held.

(f.) Persons who have already been examined for certificates, either as Teachers or Monitors, are not entitled to any allowance.

(g.) No expenses will be paid to Candidates for Certificates of Competency to teach extra subjects, and to Candidates for admission to Training Colleges.

Reid Prizes.

242. The Trustees of the Will of the late R. T. Reid, Esq., LL.D., of Bombay, who bequeathed £9,435 towards the advancement of education in the County Kerry (his native county), have authorized the following Scheme of Prizes to be awarded out of the proceeds of the Bequest by the Commissioners of National Education. (See also Rule 167):—

Part I.—During the five years' service of a Monitor there are two Principal Examinations, viz.:—one in the Monitor's Third Year and the other at Easter in the Fifth Year. After each of these Examinations the Reid prizes will be awarded to the Six best answerers of each degree of service amongst the Male Monitors of the National Schools of the County Kerry, provided that the answering in every case shall be of a satisfactory character. The following is the scale of prizes:—

Scale of Prizes
to Monitors.(A.) AT END OF MONITOR'S THIRD YEAR
OF SERVICE:—

First Prize	£90
Second "	18
Third "	16
Fourth "	14
Fifth "	12
Sixth "	10
	<hr/> 490

(B.) AT END OF MONITOR'S FIFTH YEAR
OF SERVICE:—

First Prize	£95
Second "	22
Third "	20
Fourth "	18
Fifth "	16
Sixth "	14
	<hr/> £115

SECTION XX.—MISCELLANEOUS.

PUPILS of INDUSTRIAL SCHOOLS (certified under the Industrial Schools Act) ATTENDING NATIONAL SCHOOLS, and NATIONAL TEACHERS serving in REFORMATORY and INDUSTRIAL SCHOOLS.

243 (a.) The accounts of the attendance, &c., of Industrial School pupils must be perfectly separate and distinct from those of the ordinary pupils of the National School. Separate registers, roll books, and daily report books must always be used.

(A) The attendances of the certified Industrial School pupils must be returned by the Inspector, in a supplemental report, and by the Manager, in the School returns, separately from the ordinary pupils, so that payment may not be made by the National Education Board for the instruction of the Industrial School pupils—such payment being made directly by the Industrial Schools Department.

(c) It seems very desirable, if not absolutely necessary, that Industrial pupils attending a National School should be instructed in precisely the same manner as the ordinary day pupils, because it would seriously interfere with the organization and working of the School, and greatly embarrass both Teachers and Inspectors if the former class of pupils were taught according to a programme different from that adopted in the case of the latter.

(d) The Industrial School pupils are to be examined at each inspection, and it is considered desirable that such pupils, provided they have been regularly instructed along with the ordinary day pupils, and in the same programme, should not be examined separately. At the examination their names should be entered on a separate *Progress Table*, but there should be no difference made in the actual examination. They should be examined simultaneously with the day pupils.

(e) *Certificated National Teachers serving in Reformatory and Industrial Schools in Ireland are regarded, and have the same privileges, as Certificated National Teachers serving in Workhouse National Schools, provided the curriculum in Reformatory and Industrial Schools is brought into harmony with the curriculum in National Schools.*

Appendix.

Section II.
F.Pupils of
Industrial
Schools.Separate
Accounts of
Attendance, &c.
must be kept.Separate
returns of
attendancesIndustrial
Pupils to be
instructed in
same manner as
ordinary Pupils.Arrangements
for Examination
of Industrial
Pupils.Reformatory
and Industrial
School
Teachers.Half-time
Pupils.

Attendances.

HALF-TIME PUPILS ATTENDING NATIONAL SCHOOLS.

244. The following attendances are sufficient for pupils who attend National Schools for half-time, viz. :—

- | | |
|-------------------------------|-----|
| 200 days of 2 hours a day. | } * |
| 135 days of 3 hours a day. | |
| 100 days of 4 hours each day. | |
| 80 days of 5 hours each day. | |
| 66 days of 6 hours each day. | |

The Teachers shall adopt such a system of marking half-time pupils who attend for more than four hours, as will afford a means of check on the accuracy of the records.

In the case of Schools having two meetings in the day the following arrangement applies :—

- | | |
|----------------------------------|---|
| 200 attendances of 2 hours each. | } |
| 135 attendances of 3 hours each. | |

Schools having
two meetings
daily.

* The time fixed must be two or more complete hours. Fractions of an hour cannot be included.

Appendix.

Section II,
F.Provisions of
Factory and
Workshop Act,
1878.Children
employed in
Factories.
Attendance at
School.

Rule 244—continued.

NOTE.—The Factory and Workshop Act, 1878, provides as follows:—

Section 23.—The parent of a child employed in a factory or in a workshop, shall cause that child to attend some recognised efficient School (which School may be selected by such parent) as follows:—

- (1.) The child, when employed in a morning or afternoon set, shall in every week during any part of which he is so employed, be caused to attend on each work day for at least one attendance; and
- (2.) The child, when employed on the alternate day system, shall on each work day preceding each day of employment in the factory or workshop, be caused to attend for at least two attendances;
- (3.) An attendance for the purpose of this section shall be an attendance as defined for the time being by a Secretary of State, with the consent of the Education Department, and be between the hours of eight in the morning and six in the evening.

Section 106.—In the application of this Act to Ireland:—

- (5.) Any act authorized to be done or consent required to be given by the Education Department under this Act shall be done and given by the Lord Lieutenant or Lords Justices of Ireland, acting by and with the advice of the Privy Council in Ireland.

Definition of
"an attendance"
in
Factory Act,
1878.

On the 1st March, 1879, the Lord Lieutenant of Ireland, by and with the advice of the Privy Council, consented to and approved of an order made by the Right Hon. Richard Assheton Cross, a Secretary of State, which order declared *inter alia* that "an attendance for the purposes of the 23rd section of the said Act shall mean and is hereby defined to be an attendance for instruction in secular subjects for a period of not less than two hours."

CHILDREN COMING WITHIN THE MEANING OF THE FACTORY ACT.

Employment of
young persons
in Factories.Certificates of
proficiency or
previous due
attendance.Instructions to
Inspectors.Examination
for certificates
of proficiency.

1. The 26th section of the Factory Act, 1878 (41 Vic., ch. 16), provides that when a child of the age of thirteen years has obtained from a person authorized by the Education Department a certificate of having attained such standard of proficiency in reading, writing, and arithmetic, or such standard of previous due attendance at a certified efficient school . . . that child shall be deemed a young person for the purposes of this Act.

2. Inspectors are required to see that Certificates under the Act are issued in the cases contemplated by the 26th Section above referred to.

3. In order to carry out the regulations prescribed by the Lord Lieutenant in Council, the Commissioners of National Education have issued the following instructions to their Inspectors, viz:—

- (a.) That they take care that the Teachers of National Schools in localities in which factories are situated, shall be informed as to the nature and object of the Education Section of the Factory Act.
- (b.) That such Teachers be required to give notice to the Inspectors, at least fourteen days prior to the date appointed for the Annual Examination of their Schools, if any of their pupils or others entitled, have signified their desire to be Examined with a view to obtaining "Certificates" under the Act.

Rule 244—continued.

Appendix.

Section II,
F.

(c) That upon receipt of this information the Inspectors shall transmit to them forms of Notice and "Examination Schedule." The latter should be prepared by the Teacher, in duplicate, at the same time as the ordinary *Progress Table*, and should contain the names of all those referred to at par. (b.)

(d) That in the case of pupils who had given the necessary number of attendances, their names should also be entered on the *Progress Table*, etc., and the Teacher required to transcribe on the *Progress Table* the proper form of authorization, which should be signed by the Inspector before transmitting such Table to the National Education Office. The Duplicate of the "Examination Schedule" should be returned to the Teacher at the same time that the *Progress Table* is transmitted to the Office.

(e) That Certificate books shall be supplied to Schools through the Inspectors, as occasion may require; and that the books be preserved by the Teachers as School Records.

Certificate
Books.

The Inspectors of National Schools are required to co-operate in every way in their power with the Sub-Inspectors of Factories in Ireland, whose duty it is to see that the provisions of the Factory Act are fully complied with.

National School
Inspectors are
to co-operate
with Inspectors
of Factories.

The Inspector after his yearly visit to a School, will grant such certificates as may be required for scholars who have reached the standard prescribed by or pursuant to the provisions of any Act for regulating the education of children employed in labour.

Issue of
Certificates.

The Inspector may depute his Assistant, or the *Certificated Teacher* of the School, to sign these certificates.

Certificates will be issued for those scholars only who pass in all the three subjects in the prescribed standard, or in a higher standard.

For the purpose of granting these certificates, the Inspector, or his Assistant, will examine—

(a) Scholars in the School, whether they have made 100 attendances or not.

(b) Other children, not being Scholars in the School (allowed by the Manager to attend) on the day of Inspection.

If there is no School under inspection at which the children of any parish, or group of parishes, for whom certificates are required, can conveniently attend for examination, application for a special examination may be made by any person interested in procuring such certificates, subject to the following regulations:—

Special
Examination
of Children
requiring
certificates of
proficiency
under Factory
Acts.

(a) The application shall be sent to the Inspector for the district not less than 14 days before the date at which it is desired that the examination should be held.

(b) The applicant must specify the number of children (not less than 15), to be presented for examination, and must undertake—

That all children within the parish, or group of parishes, for whom certificates are needed, will be summoned to and allowed to attend the examination; and

That a convenient room will be provided for the examination at such day and hour as shall be fixed by the Inspector.

The applicant must satisfy the Inspector that he is a proper person to conduct the preliminary proceedings, and, if necessary, to receive for distribution the certificates which may be granted after examination.

Appendix.

Section II,
F.Boarded-out
Pauper
Children.Attendance
at National
School.Attendance at
other School.Examination of
children not
attending
National
School.

245. Regulation, concerning boarded-out pauper children, adopted by the Local Government Board, with the approval of His Excellency the Lord Lieutenant :

"The child shall, when of sufficient age to attend School, be made to attend the nearest National School, or other public School, and to remain there during the ordinary school-hours; and a certificate of such attendance, signed by the Teacher and showing the days of absence, shall be given to the Relieving Officer each month, provided that if the School be not a National School the child shall be examined annually by an Inspector of the Commissioners of National Education at a convenient time and place, and the results of the examination reported to the Board of Guardians."

The Commissioners have intimated to the Local Government Board, that with regard to "boarded-out" pauper pupils attending Schools that are not National, their Inspectors will be prepared to examine them at the Workhouse nearest or most convenient to them.

Also, that the Inspector will give at least one month's notice of his intended examination, when it will be for the Poor Law authorities to secure the attendance of the "boarded-out" children; and that the Inspector will, in each case, leave an abstract of the answering of each of the children with the Master of the Workhouse in which the examination is held.

As nearly all the Workhouses have National schools attached to them, it is presumed that in many cases Inspectors will have the opportunity of examining the children referred to along with the Workhouse pupils at the Annual Inspection.

(Rule 246 omitted).

A. R. HAMILTON, }
P. E. LEMASS, } Secretaries.

Office of National Education,
Marlborough-street, Dublin,
May, 1902.

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- (1.) as a Pupil [224, 225].
 (2.) as Assistant [228, 234, 237].

SERVICE AND SALARY : [229, 230, 232].

- Liability to dismissal [233 (b), 239].
 Conditions as to Certificate at end of course [238].

Music, Instrumental : an Extra Branch [214 (j) and (k)].

National Education—Fundamental principle of [1].

NEEDLEWORK—all Female Teachers to be competent in [174].

an Obligatory Subject where a Female Teacher is employed [154].

Industrial Teacher, &c., special conditions as to continuance of [155].

Workmistresses continued recognition [208].

Night School—See 'Evening Schools.'

NON-VESTED NATIONAL SCHOOLS :

General Description and Conditions of Aid [90 to 99].

Loans (Board of Works) for providing, improving, &c.—(See Loans).

Property of local parties [33].

Religious Instruction : Managers' powers and obligations [21].

Repairs, Furniture, Rent, &c., at local cost [81, 99].

Use for other than National School purposes [35, 36].

Object Lessons and Elementary Science—Equipment grants for [109].

Ordinary Instruction—See 'Secular.'

Ordinary National Schools : description and distinction [131].

Ornamenting of Schoolhouses not allowed for in Building Grant [80 (a)].

Out-offices—Schools must be provided with [90 (e)].

PATRON :

Administration (Local) of School vested in Patron or Local Manager [42].

Commissioners recognise as such the original Applicant, if he do not otherwise specify [43].

" reserve the power to withdraw recognition after investigation [50].

Has right of managing School himself, or nominating Local Manager [44 (a)].

Joint Patrons, Trustees, School Committees, should nominate Local Manager [52].

Vacancies, how filled [48, 49, 51].

: Schools—

Model Schools—Commissioners are Patrons [110].

Under School Committee; the Committee are Patrons [45 (a)].

Vested in Commissioners : Patron's name in Lease [47].

" Trustees : Trustees are Patrons [46].

Non-Vested Schools [43].

Pauper children (Boarded-out) attending National Schools [245].

Placards not to be affixed to School-buildings, unless relating to School business [37].

PLANS for Schools, Non-Vested (Board of Works Loans) [83 (e)].

" Vested (Building Grants) : Instructions furnished by Board of Works, or if plans furnished by Applicant, they must be sanctioned by Board of Works [79].

Plans for Teacher's Residence [88 (j), and note].

Play-time : Time allowed for [6 (d)].

Political Emblems prohibited in School-room or on exterior of buildings [37].

" Meetings and political business prohibited in all National Schools [36].

" Teacher not to attend [181 (a)] [190 (III.)].

" Practical Rules " for Teachers [190].

Practising School in connexion with Training College [157].

" Grants on same conditions as to other National Schools [163].

" Special Salaries for Teachers continued in certain cases [168].

(See TRAINING).

PREMIUM : Carlisle and Blake—Regulations [218].

" Reid Bequest [167 (e), 242].

" Worship—Regulations [167 (d)].

Principal Teacher—*See* 'Teacher.'

Promotion and grading of Teachers [194, 195, 197].

Public-houses: Teachers not to keep, or live in [180 (b)].

Public meetings—Teachers to avoid [181 (a), 190 III.].

PUPILS:

Age: minimum for admittance [102 (a)].

Boys (Infant) in Girls' School [100].

Girls: to receive instruction in Needlework wherever Female Teacher employed [154].

School-fee rate, or social grade, no ground for separation in School [101].

Pupil Teachers in Model Schools: (*See under* MODEL SCHOOLS).

Recreation—*see* 'Play-time.'

Reformatory Schools: Certificated Teachers serving in—privileges of [243 (c)].

Register of Teachers kept in Education Office [172 (b)].

Reid Bequest Fund—Prizes and Scholarships [167, 242].

RELIGIOUS INSTRUCTION:

: *Commissioners' fundamental principles* [1, 15, 16].

: *Conscience Clause Regulations* [16, 25, 26, 27].

: *Hours for Religious Instruction* [8, 17, 18, 19, 24].

: *Matter of Religious Instruction: the Books—Religious Exercises—Emblems*: [13, 22, 23, 28, 29, 32].

: *Schools*.

Model Schools—Opportunities for Religious Instruction by Pastors in separate Apartments [112].

Modified Grant Schools—Such Grants to small Schools where otherwise means of Religious Instruction would not be available [91].

Non-Vested Schools [21].

Vested Schools [20, 22 (b)].

: *Training College, Marlborough-street*:

Arrangements for Religious Instruction [167 (c)].

Visitor's privilege does not extend to Religious Instruction hours [41].

Rent of School-houses, Non-Vested—Commissioners do not contribute [81].

" " " must not devolve on Teacher [90 (f)].

" " " Vested—must be nominal, or indemnified [71].

Rent of Teacher's (Aided) Residence—Teacher's proportion [88 (g)].

REPAIRS:

Non-Vested Schools—[81, 99].

Schools Vested in Commissioners—[81].

" " Trustees—[82].

: *Teacher's (Aided) Residence*—certain minor repairs by Teacher [89].

Report: Inspector to furnish to Commissioners after each visit [63].

" of Inspector upon application for aid to School [75 (a)], [90 (A)].

" Manager may furnish, on Schools under his jurisdiction [87 (c), 214 (d)].

REQUISITES FOR SCHOOLS: BOOKS, &c.:

(*See under* BOOKS.)

RESIDENCE FOR TEACHER: AID.

(a.) Grant System: Vested Schools [86, 89].

(b.) Loan System: Non-Vested or Vested Schools [87, 88].

Residual Capitation Grant [200, II. (c), 216 (11), (12), (13)].

" " Scale of Distribution of [200, II. (c)].

Retiring Gratuity: Awards under old System [220, 221].

" Recipients of, may not re-enter service [179].

Returns, Quarterly: Instructions regarding [58].

" Separate, for Industrial Schools Act Pupils [243 (b)].

Roll, School, &c.—Time for marking [6 (b), 190 IV. (a)].

Roll or Register of Teachers kept in Education Office [179].

SALARIES OF TEACHERS:

According to grades—General Regulations and Scales [200, II.].

Assistant—*see* ASSISTANTS.

Average Attendance, at least 20 required as general rule [90, 102].

Continued Good Service Salary [200, II., (b), (c), and (d)].

Incomes of Teachers in service before 1:4:00—Regulations as to [200, III.].

Occasional absence of Teacher from reasonable cause allowed [188 (a)].

One Month's Sick Leave on Medical Certificate, paid for [188 (b)].

One to Six Months' Sick Leave: Substitute required [188 (c)]. *See* 'Substitutes.'

SALARIES OF TEACHERS—continued.

Over Six Months' Sick Leave not sanctioned [188 (e)].
 Payable only from date of commencing duty [58 (g)].
 Residual Capitation Grant—[200, II. (e), 216 (11), (12), (13)].

Scale of distribution to Staff [200, II. (e)].
 School closed without reasonable cause: Salary stopped [58 (b)].

Special Schools:

Convent and Monastery Schools—see CONVENT.
 Evening Schools—see 'Evening School'.
 Island School Teachers: exceptional provisions [212 (a)].
 Model School Teachers' Salaries, &c. [115, 116].
 Modified Grant School, Capitation Rates [212].
 The Commissioners may withhold Grants of Salary [98] [239].
 Mode of Payment: Instructions and Regulations, &c. [58] [203].

Sale Stock of School Requisites for Pupils:

Commissioners supply, carriage free [108 (A)].
 Teacher not to charge a profit on [108 (B)] [190, XIII.].
 to maintain an adequate Supply [190, XIII.].

Schools: Commissioners or their officers may visit and examine at any time [8].
 " Enlargement and improvement [82 (5), 83, 105].
 " Place of Worship, conditions [10, 11, 70].
 " Should not be closed on account of Teacher's illness if suitable arrangements can be made [188 (5)].

(See under EVENING, MIXED, MODEL, NON-VESTED, PRACTISING, VESTED, &c.)
 School-Committee possesses the powers of Patron of School [45 (a)].

" " should appoint a Manager [53].
 " " Teacher may not be member or officer of [45 (b)].

School-days—200 in the year at least [102 (g)].

School fees appertain to Teacher [200, I. (e)].

" " no ground for separation of pupils in School [101].
 " " Rates fixed by Manager [200, I. (e)].
 " " to be recorded in Report Book [190, XII.].

School-hours: Definition of [9].

" " 4 hours' Secular Instruction daily required [6 (a)].
 " " Teachers to attend half an hour before [190 IV. (f)].

Schoolhouse must not be Teacher's property [90 (f)].

" " use of—see VESTED; Non-Vested.

School-Lessons: (See VESTED SCHOOL.)

Schoolmaster: Schoolmistress—see TEACHER.

School-Requisites—see BOOKS.

School-Vacation [56 (a)].

" Scripture Lessons " and " Sacred Poetry "; Rules relating to [29, 30, 32].
 Scriptures, Reading of, in Schools [22 and 23].

Secular Instruction: Each school open to all Denominations for [1].
 " Four hours on five week-days the minimum [6].
 " May not be simultaneous with Religious [8].
 " Religious Instruction Books to be laid aside [19].

Select School, as part of National School, not allowed [101].

Sickness, Epidemic, &c., reducing School Attendance—Allowed for [126, II. (1), 206 (d), 219].

Stipend for School (Building Grant):

Board of Works to approve [69 (a)].
 Church, Chapel ground, &c., not preferred [70].
 In rural parts, not closer than 3 miles to existing Vested School [68].
 " for Teacher's Residence, Loan—not more than mile from School [88 (b)].
 " " to be distinct from School ground already leased in case of Vested School [88 (a)].

Sub-Inspector—Teachers eligible for appointment [172 (c)].

Substitutes—Regulations as to employment of [160, 188 (5), (c), (g), (h)].

" Salary—paid by Commissioners in certain cases in Schools under their direct management [189].

Sunday School, a permissible use of National Schools [94].

Supplemental Local Income for Teacher [90 (d), 200 I.].

Symbol—See " Emblems."

Tablet " Religious Instruction " exhibited at time thereof [18].

Tablets—Certain others required to be exhibited in Schoolroom [190 I.]

TEACHER:

(1) APPOINTMENT.

Age Regulations [177].

Certificates of Age and Health required [176 (a)].

Class of persons eligible [173].

Date—appointment desirable to date from First of Quarter [203 (c)].

Invalid for appointment:

" Candidates with serious physical defect [176 (b)].

" Clergyman ineligible in Day National School [171].

" Female Teacher ineligible for Boys' School, unless it be Infants' School, or under exceptional circumstances [185 (c)].

" Male Teacher ineligible in Girls' School [185 (d)].

" Urban Councillors, &c. [180 (e)].

Manager and Teacher: Agreement [54].

Manager appoints and removes Teacher [44 (d), 53].

Re-appointment cases:

after Dismissal: Commissioners' right to sanction [184].

after Interval: Commissioners to decide as to recognition [178].

Roll or Register of Teachers kept in Office [172].

(2) GRADING AND PROMOTION [194, 195, 197].

(3) DISMISSAL, DEPRESSION, &c. [53 (b), 54, 182, 183].

(4) EMPLOYMENT.

See under SALARIES OF TEACHERS.

(5) OBSERVANCES, DUTIES, AND GENERAL CONDUCT.

A description of Qualities desirable in National Teachers [172].

Commissioners do not correspond directly with Teachers [192].

Complaint against Inspector, Manager, or both—Procedure [193].

Duties under Factory Act [244].

Female Teacher, if employed—Needlework must be taught [154].

not to be member or officer of School Committee [45 (b)].

not to be owner of School-house, or liable for the rent [90 (f)].

not to charge a profit on Sale of Books, &c. [108 (b), 190, XIII].

not to give Religious Instruction to Pupil of different religion [27 (a), (b)].

not to keep or live in a Public-house [180 (b)].

not to pursue occupation that interferes with teaching [180].

not to take part in or attend Political or Public Meetings [181 (a)].

not to take Vacation while School in operation [188 (g)].

not to use School Books which have not the Board's sanction [104].

to attend half-an-hour before School begins [190, IV. (f)].

to avoid Meetings, fairs, &c. [190, III].

to be responsible for custody of Free Stock [105 (d)].

to inculcate Cleanliness, &c. [190, VII].

to notify to Inspector intention to resign or close School [190, XIV].

to receive Visitors courteously [191].

to refer Visitors, in certain cases, to Local Manager [40].

to take no part in Elections except to vote, or, being employed by

Sheriff, to act as Presiding Officer or Poll Clerk at Booth [181].

XV. Practical Rules for Teachers [190].

(6) VARIOUS KINDS OF Teachers that may be employed in National Schools.

An Enumeration of the various kinds of Teachers employed [170].

See also under Assistants, Industrial Teacher, Junior LiteraryAssistants, *Locum Tenens*, Manual Instructress, Model Schools,

Monitor, Practising School, Substitute, Workmistress.

Temporary Assistants in Rural Schools with fluctuating attendance [211].

: Agreement with Manager not required [54, note].

Temporary Teacher as *Locum Tenens* for not more than 8 months [175].

Time arrangement for Religious Instruction [if intermediate] not to accommodate

any pupils [24 (b)].

Time-Table to be constantly exposed in School-room [7].

" to provide four hours' secular instruction five days weekly [6 (a)].

" to show arrangements for Religious Instruction [17 (a)].

Vacations to be noted [56 (a)].

Title "National School" to be inscribed on every National School-house [94].

Titles of denominational character for School—Inscriptions not sanctioned [12].

TRAINING:

Cost of, refunded by Teacher who enters Civil Service [109].

TRAINING COLLEGES:

- Marlborough-street*, exclusive control by the Commissioners [159 (a)].
 " " Extern Class, provision for [162 (6)].
 " " Religious Instruction, arrangements for [167 (e)].
Colleges under Local Management:
 Conditions of Aid [157, 158, 164].
 Inspection of accounts by Financial Assistant Secretary [164 (e)].
 Manager, a Clergyman or other person of approved social position [164 (b)].
 Practising National School an integral part [157].
 " Vocal Music and Drawing obligatory [164 (j)].
 Loans for establishing, for improving [54].
 Maintenance Grants in aid—detailed Regulations, Conditions, Limitations [163].

KING'S SCHOLARS.

Admission to College:

- Certificate of Age, [161, 3].
 " " Health [162, 3 (a)].
 Declaration of *bona fides* [162, 3 (b)].
 Examination for admission each Easter [161, 1 and 3].
 Heads of College select Candidates for admission [162, 1].
 Mode of selecting Candidates for Marlboro' Street Training College [167 (a)].
 Teachers already certificated, but untrained, may be admitted to the One Year's Course without Examination [162, 1 (b)].
 Terms of admission determined by authorities of each College [162, 2].
Course of Training:
 a One Year Course, and a Two Years' Course [160].
 Examination at close of each training year [165].
 Graduates of Universities allowed certain exemptions [164 (e), 165 (f), and (g)].
 Power of Principals to discontinue King's Scholars [164 (k)].
 Session—Date of commencing [164 (g)].

Diploma:

- Probationary service after Training, 2 years [166].
 Refused on Student's breach of engagement with College [162, 5].
 Ineligible for employment during Studentship [164 (i)].
 Substitutes in School for Teacher in Training—a condition of continuance of Salary [160, 3 (a)].

Transfer of School-house already in use to Commissioners as Vested School—not accepted [80 (b)].

- Transfer of School to a place of Worship not sanctioned [10].
 Travelling Expenses allowed to Pupil-Teachers, &c. [129 (b), 241].
 Trustees—are Patrons, if School Vested in Trustees [46].
 " are to appoint a Manager [52].
 " bound to keep School, &c., in repair [82 (a)].
 (See Vested School).

Vacation (Teacher)—Disallowed during operation of School [188 (g)].

Vacations (School): Duration of [56 (a)].
 " " To be noted on Time-Table [56 (a)].

VESTED SCHOOL:

- Building Grants and Loans:* [66 to 82].
 " *Religious Instruction in Vested Schools*—See under " Religious Instruction."
 " *Repairs:* [81 and 82].
 " *Use:* for Education of Pupils—exclusively [34].
 VISITORS: Regulations as to [38 to 41 and 191].
 Workhouse National schools [137].
 Pauper Children—Boarded out [245].
 Workmistresses:
 " Average Attendance required for continuance of Grant [187].
 " " when insufficient—Grant cancelled [210].
 " employed at least 2 hours on five days of week [187].
 " No new appointment will be made [155 (a), 187 (b)].
 " Paid Consolidated Salary [208].
 " (Temporary)—No new appointment will be made [211].
 Worship Bequest Premiums—Regulations [167 (d)].

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APPENDIX G.

CENSUS RETURNS AS TO ILLITERACY, &c.

(a.) TABLE taken from the Census Commissioners' Reports for the Year 1901, showing the proportion per cent. of the population, five years old and upwards, who could neither Read nor Write, in each Province, County, etc., in Ireland, at the Census periods of 1841, 1851, 1861, 1871, 1881, 1891, and 1901.

Provinces, Counties, and County Boroughs.	Proportion per cent. of the Population, five years old and upwards, who could neither Read nor Write.						
	In 1841.	In 1851.	In 1861.	In 1871.	In 1881.	In 1891.	In 1901.
IRELAND,	52.7	46.8	38.7	33.4	25.2	18.4	13.7
PROVINCES.							
Leinster,	44.0	39.0	31.1	27.0	20.3	15.4	11.3
Munster,	60.6	55.5	46.1	39.3	28.5	19.9	14.1
Ulster,	40.6	35.3	30.0	26.4	20.3	15.4	12.5
Connaught,	72.1	65.3	57.1	49.3	37.9	27.4	20.7
LEINSTER.							
Carlow County,	38.0	36.1	29.3	26.3	19.8	14.9	9.2
Dublin County Borough, " County,	25.2	24.9	20.7	19.5	15.5	14.5	10.1
Kildare "	34.9	29.0	22.2	18.8	13.1	10.1	7.2
Kilkenny "	41.9	38.2	29.6	26.0	20.2	14.1	11.2
King's "	50.2	45.0	36.3	30.4	22.6	15.8	11.3
Longford "	47.9	43.1	34.3	29.9	22.3	16.4	12.4
Louth "	51.2	46.9	36.7	32.0	23.1	16.9	12.5
Meath "	59.1	51.5	44.5	38.0	29.5	21.3	15.6
Queen's "	54.5	47.5	37.2	32.1	23.4	16.3	12.6
Westmeath "	41.6	38.5	30.6	26.5	20.4	14.0	9.4
Wexford "	52.1	47.6	38.1	31.0	23.4	16.6	12.0
Wicklow "	41.3	38.9	33.5	31.7	25.6	19.6	15.5
MUNSTER.							
Clare County,	63.1	59.6	46.8	37.9	27.3	19.2	13.2
Cork County Borough, " County,	35.6	35.7	33.1	29.4	21.0	15.9	11.4
Kerry "	65.6	59.5	50.7	42.7	30.3	20.8	14.7
Limerick County Borough, " County,	70.4	64.3	55.3	47.3	35.1	24.3	17.4
Tipperary "	42.1	37.6	33.2	29.4	22.8	17.5	12.4
Waterford County Borough, " County,	55.3	51.2	39.6	33.9	24.3	15.9	11.6
ULSTER.							
Antrim County,	51.0	46.7	36.5	30.8	21.7	15.1	10.9
Armagh "	36.3	39.4	34.6	32.4	27.2	21.8	16.4
Belfast County Borough, " County,	70.6	66.9	53.6	50.7	39.3	28.1	19.9
Cavan County,	23.5	19.9	18.2	15.6	12.2	9.4	8.1
Donegal "	42.8	39.1	34.1	30.4	22.6	13.6	10.4
Down "	21.1	20.4	17.3	15.7	11.9	8.7	7.7
Fermanagh County,	51.5	45.0	35.5	30.1	22.4	16.1	12.5
Londonderry County and County Borough,	61.7	57.3	52.1	48.5	39.8	31.1	23.3
Monaghan County,	27.5	24.3	21.2	18.6	14.3	11.5	9.5
Tyrone "	45.8	38.5	31.6	27.6	21.5	15.4	12.4
CONNAUGHT.							
Galway County,	29.4	29.5	24.1	22.3	17.6	14.3	11.6
Lettistim "	51.3	42.0	34.7	30.7	23.0	17.6	13.7
Mayo "	45.0	38.2	32.6	29.0	22.6	17.4	14.5
Roscommon "	76.6	70.1	62.9	56.4	45.6	33.9	25.4
Sligo "	57.3	52.0	41.3	32.3	22.5	16.4	12.1
Sligo "	79.0	73.7	65.5	57.4	44.8	32.0	23.6
Sligo "	85.0	78.9	67.1	58.9	47.3	33.2	24.4
Sligo "	68.7	63.3	53.2	43.1	30.9	22.4	16.9

(b.) TABLE taken from the Census Commissioners' Report for the Year 1901, showing by Provinces the proportion per cent. of the Population, five years old and upwards, who could Read and Write, Read only, and who could neither Read nor Write, in Ireland in 1841, 1851, 1861, 1871, 1881, 1891, and 1901.

Provinces.	Read and Write.							Read only.							Neither Read nor Write.													
	1841.		1851.		1861.		1871.		1881.		1891.		1901.		1841.		1851.		1861.		1871.		1881.		1891.		1901.	
	1841.	1851.	1841.	1851.	1841.	1851.	1841.	1851.	1841.	1851.	1841.	1851.	1841.	1851.	1841.	1851.	1841.	1851.	1841.	1851.	1841.	1851.	1841.	1851.	1841.	1851.	1841.	1851.
Ireland,	55	33	41	49	59	71	79	19	20	22	17	16	11	7	63	47	39	33	27	25	18	14						
Leinster,	21	39	49	57	65	75	83	22	23	26	16	15	10	6	44	39	31	27	20	15	11							
Munster,	26	31	40	49	59	72	81	13	14	14	12	12	8	5	61	55	46	39	28	20	14							
Ulster,	30	35	42	50	60	71	79	30	30	28	23	20	14	9	40	35	30	27	20	15	12							
Connacht,	16	21	23	35	47	62	72	12	13	15	15	15	11	7	72	66	57	49	35	27	21							

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(c.) TABLE taken from the Census Commissioners' Report for the Year 1901, showing for Ireland the Number of Educational Establishments—Primary and Superior; also the Number of Pupils and Students in attendance thereat during the week ended 11th May, 1901, 30th May, 1891, 4th May, 1881, and 17th June, 1871.

Classification of Establishments and Census Periods.	Number of Establishments				Number of Pupils and Students.		
	Male.	Female.	Mixed Male and Female.	Total.	Male.	Female.	Total.
PRIMARY SCHOOLS.							
(1.) Schools under Board of National Education.	1901, 2,065 1891, 1,970 1881, 1,834 1871, 1,601	1,598 1,084 1,568 1,667	4,566 4,747 4,302 3,486	8,499 8,301 7,888 6,531	293,143 310,417 291,805 242,896	309,606 281,229 314,693 247,795	602,299 631,696 606,521 490,691
(2.) Church Education Society and Parochial Schools.	1901, 1 1891, 9 1881, 34 1871, 116	2 6 24 166	127 245 442 949	139 260 500 1,141	1,158 8,191 7,399 19,201	1,328 3,306 7,710 18,828	2,486 4,476 15,109 38,029
(3.) Schools under Christian Brothers and other Roman Catholic Communities.	1901, 64 1891, 146 1881, 109 1871, 115	16 13 31 34	17 12 30 21	97 138 170 170	12,897 19,650 24,873 26,822	2,054 2,066 6,741 9,790	14,951 21,626 31,614 36,612
(4.) Schools under other Societies or Boards.	1901, 37 1891, 44 1881, 61 1871, 129	57 65 87 123	156 226 329 450	259 335 597 702	7,561 8,180 11,669 15,911	7,096 8,197 11,695 14,323	14,227 16,227 23,364 30,234
(5.) Orphanages.	1901, 6 1891, 2 1881, 5 1871, 7	15 16 19 22	6 12 6 7	26 30 30 36	293 213 522 425	797 816 1,068 946	1,166 1,811 1,590 1,385
(6.) Private Schools.	1901, 4 1891, 10 1881, 25 1871, 59	4 - 16 26	77 108 235 527	86 118 276 612	776 1,267 3,540 11,096	1,648 1,636 3,796 7,796	1,794 2,923 7,336 18,892
Total of Primary Schools.	1901, 2,116 1891, 2,143 1881, 2,033 1871, 2,117	1,692 1,684 1,745 1,908	5,349 5,326 5,338 5,416	9,157 9,177 9,151 9,495	315,543 312,398 326,690 318,343	331,234 302,166 336,416 283,412	646,777 614,564 663,106 601,755
(7.) Superior Schools.	1901, 199 1891, 199 1881, 205 1871, 252	111 91 117 162	182 185 166 160	460 475 488 574	22,978 13,913 11,303 11,990	12,223 16,258 9,162 9,235	35,201 30,171 20,465 21,225
(8.) Colleges of Universities and other Colleges.	1901, 15 1891, 12 1881, 15 1871, 13	- - - -	5 3 1 -	20 15 16 18	3,168 3,473 4,169 2,945	91 25 97 -	3,259 3,498 4,266 2,945
Total Superior Schools and Colleges.	1901, 212 1891, 211 1881, 220 1871, 265	111 91 117 162	187 188 167 160	579 490 604 567	26,145 17,334 15,494 14,935	12,419 16,283 9,199 9,235	38,564 33,617 24,693 24,170
General Total.	1901, 2,328 1891, 2,354 1881, 2,253 1871, 2,382	1,803 1,775 1,862 2,130	5,936 5,528 5,485 5,570	9,667 9,667 9,755 10,062	341,689 330,364 335,684 333,278	343,653 318,449 345,615 292,647	685,342 648,813 681,299 625,925

(2) TABLE showing for the Years 1871, 1881, 1891, and 1901, respectively, the Population, the Number of Pupils and Students attending Primary and Superior Schools, and the proportion per cent. of such Pupils and Students to the Population. Appendix.
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G.

Year.	Population.	Number of Pupils and Students attending Primary and Superior Schools.	Proportion per cent. of Pupils and Students to Population.
1871	5,412,377	639,905	11.82
1881	5,174,836	699,729	13.52
1891	4,704,750	712,843	15.15
1901	4,458,775	675,342	15.14

APPENDIX H.—TEACHERS' PENSIONS, &c.

Section II.
H.

STATISTICS of the NATIONAL SCHOOL TEACHERS' (Ireland) PENSION FUND, under the Act 42 & 43 Vict., cap. 74, for the Year ended 31st December, 1902, as furnished by the Teachers' Pension Office, Dublin Castle. Working of Pension Act.

1. The twenty-third year of the operation of the Act ended on the 31st December, 1902.
2. The number of Teachers paying premiums in the various classes on 31st December, 1902, was :—

Males, P.,	159	Females, P.,	139
" P.,	1,292	" P.,	837
" II.,	2,209	" II.,	1,856
" III.,	2,061	" III.,	3,902
Total,	5,023	Total,	6,125

3. The Model School Teachers who have availed themselves of the supplemental privileges conferred under Rule 21, are as follows :—

	Males.	Females.	Total.
On the Books, 31st December, 1901.	54	70	124
Joined in 1902,	1	.	1
Total,	55	70	125
Removed from Establishment on account of Age, or on receipt of Gratuity or award of Pension in 1902, . . . . .	.	5	5
Died in 1902, . . . . .	.	1	1
Resigned or Dismissed, 1902, . . . . .	.	.	.
On the Books, 31st December, 1902,	55	64	119
Maximum Number allowed, . . . . .	.	.	.
Supplemental Pensions :			
Amount payable 31st Dec., 1901,	£ s. d. 435 5 6	£ s. d. 1,401 3 11	£ s. d. 1,836 9 5
Granted in 1902, . . . . .	.	157 29 8	157 29 8
Ceased in 1902, . . . . .	.	.	.
Amount Payable on 31st Dec., 1902,	435 5 6	1,159 3 7	1,594 9 1

Appendix.
Section II,
H.
Working of
Pension
Act.

4. The Pensions granted were as follows :—

	MALES.										FEMALES.										Total both Sexes.	
	3rd Class.		2nd Class.		1st Class.		Total.		3rd Class.		2nd Class.		1st Class.		Total.							
	No.	£	No.	£	No.	£	No.	£	No.	£	No.	£	No.	£	No.	£						
Total on 31st December, 1901.	265	9,503	341	12,371	102	6,629	43	3,478	222	31,749	309	5,224	293	5,241	109	4,584	61	2,987	762	31,616	1,614	63,265
PENSIONS GRANTED IN 1902.																						
For Ill-health.	6	56	4	37	1	8	1	40	12	141	18	72	3	14	3	12	2	18	26	146	38	297
On Voluntary Retirement.	19	631	13	514	4	225	2	144	36	1,414	27	511	22	533	7	309	-	-	66	1,423	94	2,537
On Compulsory Retirement.	4	140	9	417	1	60	1	88	15	765	15	400	11	375	7	372	-	-	34	1,147	49	1,888
Total.	294	10,503	367	13,739	109	6,982	47	3,748	917	34,669	270	6,507	329	9,183	146	5,207	63	3,066	875	34,302	1,793	68,311
PENSIONS CEASED IN 1902.																						
Through Death.	14	382	12	529	10	476	2	109	29	1,556	6	112	8	168	6	254	2	102	21	617	60	2,173
Otherwise.	7	83	4	28	1	8	-	-	12	69	10	37	4	19	1	3	-	-	16	59	27	128
Pensions payable on 31st December, 1902.*	373	10,115	350	13,182	98	5,568	45	3,479	905	25,384	264	6,657	317	8,908	139	6,070	61	2,903	842	23,633	1,708	64,010
Gratuities paid during the year.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

*Including the Supplemental Pensions.

5. The Age Statistics have been as follows, so far as they have been notified during the Years 1880-1901, and the Year 1902, respectively :—

	MALES.						FEMALES.					
	3rd Class.		2nd Class.		1st Class.		3rd Class.		2nd Class.		1st Class.	
	25 years, 1880-1901.	25 years, 1902.	25 years, 1880-1901.	25 years, 1902.	25 years, 1880-1901.	25 years, 1902.	25 years, 1880-1901.	25 years, 1902.	25 years, 1880-1901.	25 years, 1902.	25 years, 1880-1901.	25 years, 1902.
Average Age on :—												
Promotion,	20.38	21.20	23.81	23.68	27.68	30.50	31.05	41.00	23.35	24.58	27.07	24.50
Re-nomination or Dismissal,	26.28	26.61	30.02	28.40	33.55	35.05	35.91	46.88	28.71	29.74	30.82	30.60
Re-appointment,	27.68	27.60	30.12	30.50	32.88	32.57	34.28	38.66	28.40	30.50	32.10	34.55
Retirement,	53.71	53.53	57.05	56.90	59.73	57.42	59.10	60.00	50.15	55.90	53.04	52.79
Death,	38.08	55.16	40.65	44.31	47.51	32.50	45.76	47.50	30.38	40.64	40.82	46.81

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Appendix.
Section II,
I.

"Reid"
Bequest.

APPENDIX I.

(I.) The "REID" BEQUEST.

The Trustees of the Will of the late R. T. Reid, Esq., LL.D., of Bombay, who munificently bequeathed £9,435 towards the advancement of Education in the County Kerry (his native county), have authorized the following Scheme of Prizes to be awarded out of the proceeds of the Bequest, by the Commissioners of National Education.

PART I.

During the Five years' service of a Monitor, there are two Principal Examinations, viz., one at the end of his Third year, and the other at the end of his Fifth year. After each of these Principal Examinations, the Reid Prizes will be awarded to the Six best answerers of each degree of service amongst the Male Monitors of the National Schools of the County Kerry, provided that the answering in every case shall be of a satisfactory character. The following is the scale of Prizes:—

(a.) At end of Monitors' Third Year of Service:—

First Prize,	...	...	...	...	£20
Second "	...	...	...	...	18
Third "	...	...	...	...	16
Fourth "	...	...	...	...	14
Fifth "	...	...	...	...	12
Sixth "	...	...	...	...	10
					£90

(b.) At end of Monitors' Fifth Year of Service:—

First Prize,	...	...	...	...	£25
Second "	...	...	...	...	22
Third "	...	...	...	...	20
Fourth "	...	...	...	...	18
Fifth "	...	...	...	...	16
Sixth "	...	...	...	...	14
					£115

This portion of the Scheme came into operation at the Examination of July, 1886.

PART II.

The Trustees, also, in pursuance of the express stipulations of the Testator, propose to apply £80 a year to the maintenance of Two Reid Exhibitions in Trinity College, Dublin, of the value of £40 each, to enable Students of the County Kerry, who have successfully passed the final examination at the close of their Course of Training in the Marlborough-street Training College, to matriculate in Trinity College, and to pass on, without dropping a year, to the Degree in Arts.

The recommendation of Candidates for the Reid Exhibitions, Trinity College, will be made by the Professors of the Marlborough-street Training College.

PART I.—RESULT of the EXAMINATIONS, 1902.

Appendix.

Section II.

L.

Reid

Bequest.

In accordance with one of the provisions of the Reid Bequest Scheme for the advancement of Education in the County of Kerry, the Commissioners of National Education, having considered the answering of the Male Monitors employed in the National Schools of that county, at the Annual Examinations of 1902, selected the six best answerers amongst the Monitors of the 5th year, and the six best amongst those of the 3rd year, and made the following awards :—

PRIZE MONITORS OF FIFTH YEAR.

Dist.	Roll No.	School.	Monitor.	Prize.
				£
52	10045	Lohan, . . . m.	Patrick O'Sullivan, . .	25
53	1704	Rathmore, . . . m.	Charles O'Leary, . .	22
50	12041	Knockbreck, . . . m.	Patrick O'Connor, . .	20
54	12875	Douglas, . . . m.	John Heffernan, . .	18
57	8251	Saaseen, . . . m.	Michael Gallivan, . .	16
56	12701	Filemore, . . . m.	Eugene O'Sullivan, . .	14

PRIZE MONITORS OF THIRD YEAR.

Dist.	Roll No.	School.	Monitor.	Prize.
				£
57	10229	Caherdaniel, . . . m.	Maurice F. O'Connell, . .	20
39	16068	Dromlegach, . . .	Patrick J. McCarthy, . .	18
54	10755	Ferrier, . . . m.	Michael O'Connor, . .	16
58	5480	Lahad,	Eugene Downing, . .	14
57	14925	Rockfield, . . . m.	Timothy O'Leary, . .	12
54	2118	Brackluis, . . . m.	Michael Sheehan, . .	10

PART II.—EXHIBITIONS IN TRINITY COLLEGE, DUBLIN.

Under the conditions of Part II. of this Scheme, an Exhibition of £40 per annum was awarded in February, 1894, to Mr. Patrick Buckley, Principal Teacher of Shandrum National School, County Cork, and in January, 1895, an Exhibition of a similar amount was awarded to Mr. John Kennelly, of Moyola Park National School, County Londonderry—both these teachers are natives of the County Kerry. No Exhibitions were awarded during the year 1902.

(2.) CARLISLE AND BLAKE PREMIUMS.

THE CARLISLE AND BLAKE PREMIUM FUND.

(Extract from Rules and Regulations, 1902.)

1. The Commissioners of National Education are empowered to allocate to the teachers of ordinary National Schools the interest accruing from the Private Bequests' Fund in Premiums, to be called "The Carlisle and Blake Premiums." Teachers of Model Schools, Convent Schools, or other special schools, are not eligible for these premiums.

2. The interest from the accumulated funds available for premiums now amounts to £80 a year, and this sum will be distributed in premiums of £5 each—three for the most deserving Principal Teachers in each of the Circuits every fourth year, upon the following conditions:—

(a.) That the average attendance and the regularity of the attendance of the pupils are satisfactory.

(b.) That a fair proportion of the pupils have passed in the higher standards.

(c.) That, if a Boys' or Mixed School, taught by a Master in a rural district, the elements of the sciences underlying agriculture are fairly taught to the boys of the senior standards; and, if a Girls' School (rural or town), needlework is carefully attended to.

(d.) That the state of the School has been reported, during the previous two years as satisfactory in respect to efficiency, moral tone, order, cleanliness, discipline, school accounts, supply of requisites, and observance of the Board's rules.

3. No Teacher will be eligible for a premium twice in succession.

4. The names of the Teachers to whom premiums are awarded will be published in the Annual Report of the Board.

The Teachers who secured the Prizes for 1902 were:—

Circuit.	Roll No.	School.	Name in full of Teacher.	Amount.
Omagh, . . .	11441	Castle Irvine, .	Robert Wilson, . . .	£
" . . .	11596	Slon Mills, . m.	John Watson, . . .	5
" . . .	15241	Tealin, . . .	John Boyle, . . .	5
Longford, . . .	13496	Cleamorris, . .	John Murphy, . . .	5
" . . .	15581	Gortleternagh, .	Michael Griffin, . . .	5
" . . .	856	St. Michael's (I), .	Thomas McKenna, . . .	5
Galway, . . .	12963	Calderistrange, . f.	Catherine Morrissey, . . .	5
" . . .	16388	Cappabane, . . f.	Kate McNamara, . . .	5
" . . .	14638	Barnaderry, . m.	Patrick Conroy, . . .	5
Waterford, . . .	14550	Passage East, . f.	Margaret Byrne, . . .	5
" . . .	796	Graiguen, . . m.	Eugene Doyle, . . .	5
" . . .	5548	Ballymccurt, . m.	Patrick Delany, . . .	5
Cork (I), . . .	13193	Greencoat Hospital, .	Maria Good, . . .	5
" . . .	12928	Clayne, . . f.	Bridget M. Ryan, . . .	5
" . . .	12321	Glasnakkeen, . f.	Maria Murphy, . . .	5
Killarney, . . .	12531	Clounaharda, . f.	Margaret Wallace, . . .	5
" . . .	14707	Aughacosta, . .	Patrick Rohan, . . .	5
" . . .	11799	Snecm, . . f.	Agnes Carey, . . .	5

APPENDIX K.—COMPULSORY EDUCATION.

Appendix.
Section II,
K.

IRISH EDUCATION ACT, 1892.

(A) NAMES OF TOWNS in which SCHOOL ATTENDANCE COMMITTEES existed on 31st December, 1902.

Adlow.	Downpatrick.	Middleton.
Aghora.	Dromore.	Mountmellick.
Athy.	Dublin.	Nans.
Ashtedry.	Dungarvan.	Nava.
Ballinacree.	*Ennis.	Nemagh.
Ballymena.	Enniscorthy.	Newbridge.
Ballymonee.	Enniskillen.	New Ross.
Ballyshannon.	Fermoy.	Newry.
Bathfrige.	Fethard.	Newtownards.
Begor.	Galway.	Omagh.
Beltet.	Gifford.	Pembroke.
Beltetel.	Gorey.	Portadown.
Bra.	Holywood.	Portrush.
Buckrock.	*Kells.	Queenstown.
Bry.	Kilkenny.	Rathkeale.
Bryon.	Killiney and Ballybrook.	Rathmines and Rathgar.
Carrickfergus.	Kilrush.	*Skibbereen.
Carrick-on-Shannon.	Kingstown.	Strabane.
Cashel.	Kinsale.	Tandragee.
Castletown.	Larne.	Templemore.
Cavan.	*Letterkenny.	Thurles.
Cesatilly.	Limavady.	Tipperrary.
Clew.	Lisburn.	Trillick.
Clewish.	Lismore.	Tullamore.
Colebrook.	Londonderry.	Warrenpoint.
Cockstown.	Longford.	Waterford.
Cockhill.	Lurgan.	Wexford.
Cork.	Mallow.	Wicklow.
Dalkey.	*Maryborough.	

* In these cases the provisions of the Act were not enforced.

Appendix.
Section II.
K.

(b.) RURAL DISTRICTS in which SCHOOL ATTENDANCE COMMITTEES
existed on 31st December, 1902.

County.	Name of Rural District.	County.	Name of Rural District.
Antrim, . . .	Antrim.	Dublin, . . .	Celbridge No. 2.
" . . .	Ballymoney.	" . . .	Rathdown.
" . . .	Belfast.	Fermanagh, . . .	Irvinestown.
" . . .	Ballycastle.	" . . .	Lisnaskea.
" . . .	Ballymena.	Kildare, . . .	Ballinglass No. 1.
" . . .	Larne.	" . . .	Celbridge No. 1.
" . . .	Aghalea.	" . . .	Naas No. 1.
" . . .	Lisburn.	" . . .	*Blenderry No. 2.
Armagh, . . .	Lurgan.	King's, . . .	Roscrea No. 2.
Clare, . . .	Ennistymon.	Londonderry, . . .	Coleraine.
" . . .	Kilrush.	" . . .	Limsavady.
Donegal . . .	Straness No. 2.	" . . .	Londonderry No. 1.
" . . .	Londonderry No. 2.	Moath, . . .	Navan.
" . . .	Dunfennaghy.	Tipperary (N. Riding),	Roscrea No. 1.
Down, . . .	Castlereagh.	" (S. Riding),	Cashel.
" . . .	Newtownards.	Tyrone, . . .	Clagher.
" . . .	Moina.	Wexford, . . .	New Ross.
" . . .	Banbridge.	" . . .	Randscourtly.
" . . .	Billsborough.	" . . .	Gorey.
Dublin, . . .	North Dublin.	Wicklow, . . .	Naas No. 2.
" . . .	South Dublin.	" . . .	Dunlavin Division of Ballinglass No. 1.
" . . .	Balrothery.		

* In this case the provisions of the Act were not enforced.

APPENDIX L—EQUIPMENT GRANTS

Made during Financial Year ended 31st March, 1903.

(a.)—Hand and Eye Training and Drawing.

COUNTY ANTRIM.

Appendix.
Section II.
L.

District.	Roll No.	Name of School.	Amount of Grant.
			£ s. d.
4	8	Crebilly,	4 10 0
8a	32	Albert Road,	4 10 0
4	69	Clinty,	2 10 0
8a	92	Hightown,	2 10 0
8a	1523	Mullagbboy,	6 10 0
8a	1757	Straidnahanna,	2 10 0
8a	2224	Ballyrickardmore,	1 16 9
8a	2462	Ballynarry,	2 10 0
8a	2497	Mullaghdoo,	4 10 0
8a	2500	Brown's Bay,	2 10 0
4	2503	Little Ballymena,	2 10 0
4	2508	Killygore,	4 10 0
8a	2510	Kilcoan,	4 10 0
7	2558	Gulladuff,	2 10 0
4	2570	Glenbugh,	2 10 0
4	2571	Whapstown,	2 10 0
4	2574	Monaghan,	2 10 0
4	2579	Moyassett,	4 10 0
8a	2593	Lisnalinchy,	2 10 0
3	2647	Seacon,	2 10 0
8a	2649	Whiteabbey M.,	6 10 0
4	2651	Kells,	4 10 0
3	2674	Ballymoney M.,	2 10 0
4	2683	Loughconolly,	4 10 0
3	2720	Ballynagabel,	2 10 0
7	2721	Upper Largy,	4 10 0
8a	2764	Antrim M.,	2 10 0
9	2921	Eliza-street,	8 10 0
4	2923	Newtowncrommelin,	4 10 0
4	3074	Tullgarley,	4 10 0
4	3090	Dromore,	2 10 0
4	3140	Terrygowan,	2 10 0
4	3592	Guy's M.,	6 10 0
5	4164	Harryville (1),	8 10 0
8	4224	Lisburn Convent,	8 10 0
8a	4504	Monkstown,	6 10 0
8a	5353	Ballynure,	2 10 0
8a	5430	Cogry Mills,	6 10 0
8a	5663	Straid F.,	2 10 0
8	5817	Conway-street,	6 10 0
4	6898	Cullybackey F.,	6 10 0
9	6963	Belfast Model, M.,	8 10 0
9	6964	Do. F.,	8 10 0
9	6965	Do. Inf.,	8 10 0
3	7095	Mark-street,	6 10 0
4	7284	Cloughwater,	2 10 0
8a	7556	Byllynure F.,	2 10 0
8a	7589	Whitehouse Inf.,	4 10 0
8a	7752	Carriekfergus Model, M.,	6 10 0

Appendix.
Section II.,
L.

(a.)—Hand and Eye Training and Drawing—continued.

COUNTY ANTRIM—continued.

District.	Roll No.	Name of School.	Amount of Grant.
			£ s. d.
8	7867	North Thomas-street Senr.	4 10 0
4	7967	Harryville, No. 1, F.,	2 10 0
4	8113	Dunecane Parl.,	1 15 0
8a	8130	Glenarm Inft.,	2 10 0
4	8201	Harryville, No. 2, F.,	8 10 0
7	8270	Culnafay, .	2 10 0
4	8378	Eden .	2 10 0
8	8516	Ligonell Village, .	6 10 0
8a	8566	Straid M., .	2 10 0
3	8583	Carrowreagh .	2 10 0
4	8606	Ballymena F., .	4 10 0
3	8814	Dervock, .	1 11 6
8a	8842	Ballymoney (2), .	2 10 0
3	8915	Moyraig, .	2 5 0
3	9033	Ballymoney F., .	2 10 0
8a	9063	Monley, .	6 10 0
3	9082	Wesley-place, .	2 3 9
4	9364	Gracehill, .	2 10 0
9a	9403	Ashmore-street, .	0 10 0
9	9415	Ballytinaghy, .	2 10 0
8	9479	Charter, .	8 10 0
9a	9776	St. George's, .	4 10 0
8	9792	Trinity Church Inft.,	4 10 0
3	9962	Garryduff, .	4 10 0
3	10144	Lishegan, .	2 3 9
8	10398	Argyle-place Inft.,	8 10 0
4	10506	Dunaghy Parochial, .	2 2 0
8	10596	St. Paul's M., .	8 10 0
8	10619	Currie F., .	8 10 0
8	10820	Do. Inft., .	8 10 0
9	10737	Blackstaff Road, .	6 10 0
8	10806	St. Matthew's, .	8 10 0
3	11073	Ballinlea, .	2 10 0
11	11618	Brookfield, .	2 10 0
8a	11712	Ballyclare M., .	8 10 0
8a	11713	Do. F. (2), .	0 10 0
3	11773	Ballymoney Inft., .	2 10 0
8	11846	Charter's Memorial, Inft.,	8 10 0
3	12062	Ballintoy (2), .	2 10 0
5	12148	Ramoon M., .	2 10 0
5	12149	Do. F., .	2 10 0
9a	12211	Grosvenor Road, .	8 10 0
9	12213	Currie (2) M., .	4 10 0
9	12297	Linsfield Inft., .	8 10 0
8	12330	Riversdale-street Senr.,	2 10 0
8a	12376	Millbrook, .	2 10 0
9a	12434	Queen Victoria, .	6 10 0
9a	12435	Do. Inft., .	6 10 0
9a	12436	Millfield M., .	2 0 0
			(Suppl.)
4	12565	Ballymoney-street F.,	2 10 0
4	12506	Do. Inft., .	2 10 0
4	12599	Do. M., .	2 10 0
8	12758	Snugville, .	8 10 0

(a.)—Hand and Eye Training and Drawing—*continued.*

Appendix.

Section II.

L.

COUNTY ANTRIM—*continued.*

Dis- trict.	Roll No.	Name of School.	Amount of Grant.		
			£	s.	d.
9	12797	Broomhedge,	4	10	0
9a	12501	Carrickfergus Mixed,	2	0	0
9	12950	Mabel-street,	8	10	0
9a	12987	Kilbride,	4	10	0
9a	13329	Agnes-street Mixed,	8	10	0
9a	13354	Templepatrick (2),	2	10	0
8	13484	Agnes-street Central,	8	10	0
8	13495	Do. Inf.,	8	10	0
8a	13550	Seaview,	4	10	0
8a	13570	The Commons,	2	10	0
9	13723	St. Stephen's M.,	4	10	0
9	13750	Sandy Row Inf.,	0	10	0
8	13784	Campbell-street,	2	10	0
4	13785	Tullynamullen,	8	10	0
8a	13822	Knockagh,	1	18	6
8	13888	Mariner's Church (2),	6	10	0
9	14002	Magdalen,	6	10	0
9	14093	Do. Inf.,	6	10	0
8	14504	Perth-street,	6	10	0
4	14541	Connor and Kelly,	4	10	0
8	14691	Ballysillan,	6	10	0
8	14760	St. Columbkille's,	0	10	0
8	14881	St. Barnabas' Inf.,	8	10	0
9a	14905	St. Saviour's Senr.,	8	10	0
3	14946	Dunseverick,	4	10	0
9	15024	Trinity,	0	10	0
8	15061	Mayo-street,	8	10	0
8	15064	Macrory Memorial,	4	10	0
8	15067	Mount Collyer Av.,	6	10	0
8	15064	Antrim-road,	8	10	0
8	15098	John White,	8	10	0
8	15264	Woodvale,	8	10	0
4	15391	Hazelbank,	4	10	0
9	15437	Windsor,	4	10	0

COUNTY ARMAGH.

19	1229	Meighoner M.,	4	10	0
19	2702	Camdrough F.,	2	10	0
18	4286	Cladymore,	2	10	0
15	5356	Portadown (1),	2	10	0
16	6439	Balteer,	2	10	0
16	7181	Crossmore Keady,	0	10	0
18	7425	Tullysaran,	2	10	0
19	7508	Newry Convent,	8	10	0
11	8024	Derrycaw,	2	10	0
16	8220	Mount St. Catherine's,	8	10	0
25	8272	Glasdrummond M.,	2	10	0
18	8403	Tanderagee M.,	2	10	0
18	8404	Do. F.,	4	16	0
11	8540	Lurgan Model M.,	6	10	0

Appendix.
Section II.,
L.

(a.)—Hand and Eye Training and Drawing—continued.

COUNTY ARMAGH—continued.

District.	Roll No.	Name of School.	Amount of Grant.
			£ s. d.
11	8541	Lurgan Model F.,	4 10 0
11	8542	Do. Inf.,	4 10 0
11	8935	Thomas-street,	4 10 0
16	9025	Tullyroan,	4 10 0
19	9420	Meighoner F.,	4 10 0
16	9895	Drumaleg,	2 3 9
15	9977	Crossagill,	2 10 0
16	10187	Ardara,	2 10 0
16	10490	St. Patrick's F.,	4 10 0
16	10872	Callan-street Inf.,	2 10 0
16	10873	Mill F.,	2 10 0
16	10874	Do. Inf.,	4 10 0
16	10939	Do. M.,	2 10 0
11	11149	Seagoe,	4 10 0
16	11457	Derryscollop,	2 10 0
16	11478	Aughavilly,	1 18 6
16	11491	College-street,	4 10 0
16	11684	Drelincoart M.,	2 10 0
16	11685	Do. F.,	2 10 0
16	12065	Mullaghmore,	2 10 0
19	12185	Adavoyla,	1 1 0
11	12333	Curran-street (2),	4 10 0
16	13003	Synge,	2 10 0
16	13061	Keady (2),	2 10 0
16	13061	Do.,	2 0 0
16	13181	Cassels,	(Suppl.)
25	13435	Cregganuff,	2 10 0
16	13443	Lisnakea,	2 10 0
11	13490	Edenderry,	1 9 9
11	13497	Edgarstown (2),	8 10 0
16	13531	Mount Norris,	4 10 0
11	13628	Corcrain M.,	2 10 0
11	13629	Do. F.,	2 10 0
16	13813	Tynan,	2 10 0
11	14060	Derrycarne,	2 10 0
15	14602	Cahara,	2 10 0
15	14854	Ballinany,	2 10 0
16	14962	Cope,	2 10 0
25	15130	Silverbridge M.,	2 10 0
25	15131	Do. F.,	2 10 0
10	15178	Hamiltonshawn,	2 10 0
11	15183	Church-place Convent,	2 10 0
11	15310	Portadown Convent,	6 10 0
16	15458	Cross roads,	8 10 0
16	15637	Annaghmore,	4 10 0
			4 10 0

COUNTY CAVAN.

23	128	Drumlaney,	2 10 0
23	133	Ballyha's M.,	2 10 0
23	134	Do. F.,	2 10 0

(a.)—Hand and Eye Training and Drawing—continued.

COUNTY CAVAN—continued.

Appendix.
Section II.,
I.

District.	Roll No.	Name of School.	Amount of Grant.		
			£	s.	d.
23	1230	Shannon M.,	2	8	0
24	1357	Cootehill M.,	4	10	0
23	1483	Shannon F.,	2	10	0
23	2187	Keelagh,	2	10	0
23	2763	Ballinagh F.,	2	10	0
13	3537	Guhaveeney,	2	10	0
24	3711	Conlatty Carroll,	2	10	0
23	4363	Crosskeys M.,	2	10	0
24	5162	Virginia M.,	2	10	0
24	5163	Do. F.,	2	10	0
13	5359	Meenashere,	2	10	0
23	5759	Greeghrshan,	2	10	0
23	7387	Drumbrade,	2	10	0
29	7678	Knocktemple M.,	2	10	0
29	7679	Do. F.,	2	10	0
23	8468	Carnacur,	1	9	9
29	8488	Ballydarrow M.,	2	7	0
23	9350	Larah F.,	2	10	0
23	9505	Legaginnny,	2	0	3
23	10128	Banaho M.,	2	8	0
23	10129	Do. F.,	2	3	9
23	10482	Drumavaddy M.,	2	10	0
23	10483	Do. F.,	2	10	0
23	10513	Raskall,	2	3	9
23	10811	Crossdoney,	2	10	0
23	11034	Ballyhaice (2),	2	3	9
24	11053	Headfort,	2	10	0
23	11117	Cloverhill,	2	9	0
23	11507	Garthbrattan,	2	0	3
23	11508	Cloneganell,	2	2	0
23	11509	Doredie,	1	1	0
24	11510	Lisnagirl,	1	16	9
23	11516	Cavan Infant,	2	7	0
23	11517	Do. Mixed,	2	10	0
23	11541	Farnham,	2	10	0
23	11551	Crosskeys F.,	2	0	3
13	12000	Moneygheshel,	2	10	0
23	12056	Drumcoghil,	1	13	3
24	12099	Billis,	2	10	0
23	12108	Killoughter,	2	10	0
23	12919	Wateraghy,	1	15	0
23	12932	Rassan,	2	10	0
23	12941	Calfield,	2	10	0
23	12992	Ballintemple,	2	5	8
23	13058	Crosserlough,	2	10	0
23	13100	Drumkelly,	2	7	0
23	13227	Drumrora M.,	2	10	0
23	13228	Do. F.,	2	10	0
23	13340	Kilderry,	2	10	0
23	13408	Aghakee,	2	8	0
23	13477	Drumcrow,	2	10	0
23	13641	Ballyjamesduff M.,	4	10	0
23	13649	Cornmaddyduff F.,	2	7	0
23	14078	Cantletarn,	2	10	0

Appendix.
Section II.
L.

(a.) Hand and Eye Training and Drawing—continued.

COUNTY CAVAN—continued.

District.	Roll No.	Name of School.	Amount of Grant.
			£ s. d.
23	14240	Inishmore,	1 13 3
31	14796	Carriek,	2 10 0
23	14836	Stradone,	2 10 0
23	14860	Carrigans M.,	2 10 0
23	14861	Do. F.,	2 5 6
31	14922	Derrynananta,	2 10 0
23	14927	Keeny,	2 10 0
23	15120	Killyconnan M., . . .	2 10 0
23	15121	Do. F.,	2 10 0

COUNTY DONEGAL.

5	1360	Crough,	2 10 0
5	1361	Castletown,	2 10 0
6	1620	Cooldawson,	2 10 0
5	1621	Fintra,	2 3 0
5	1735	Killyhega,	4 10 0
6	2251	Doolish,	2 10 0
5	2262	Donegal M.,	2 3 9
1	3310	Knockhrack,	2 5 6
5	3978	Ballymagroarty, . . .	2 10 0
6	4036	Carnone,	2 10 0
2	4143	Crossroads,	2 0 0
5	4361	Drumnahoul,	(Suppl.) 2 10 0
5	4418	Carrickboy,	2 10 0
5	4420	Ballyshannon M., . .	2 10 0
1	5004	Dunfanaghy,	2 10 0
1	5243	Croughan,	1 16 9
6	6023	Meenbane,	2 2 0
5	6062	Letterfad,	2 10 0
5	6064	Glencough,	2 10 0
2	6164	Terreroane,	2 10 0
5	6639	Legans,	2 10 0
2	6806	St. Johnston,	2 10 0
6	7137	Drumavish,	2 3 9
6	7188	Meencarragh,	1 16 9
5	7593	Ballyshannon,	6 10 0
2	7626	Urbleragh,	4 10 0
4	8324	Raphoe (2),	4 10 0
5	8423	Ballinakillow,	2 10 0
1	8614	Drumkeen,	2 10 0
2	8929	Ardagh,	4 10 0
6	9035	Drumbeg,	2 10 0
5	9043	Golard,	2 3 9
1	9128	Agbeygalt,	2 0 3
5	9289	Donegal F. (2), . . .	2 10 0
2	9416	Taughboyne,	2 3 9
2	9577	Carrown,	2 3 9

(a.) Hand and Eye Training and Drawing—continued.

COUNTY DONEGAL—continued.

Appendix.
Section II,
L.

District.	Roll No.	Name of School.	Amount of Grant.
			£ s. d.
6	9748	Clenmaguin,	2 10 0
5	9955	Lough Eske,	1 4 6
1	9983	Gleatidaly,	1 15 0
1	10174	Corryvaddy,	2 5 6
6	10228	Meenglass,	2 3 9
5	10372	Tullymore,	2 10 0
1	10374	Rathmullen Robertson,	2 10 0
1	10424	Letterleigue,	2 10 0
5	10558	Lackrum,	2 2 0
1	10586	Millford,	2 10 0
5	10595	Kilbarron,	4 10 0
5	10688	Mullinashoo,	2 10 0
1	10744	Glen Alla,	2 3 9
5	10764	Lacklum,	1 16 9
5	10938	Carricknahorna (1),	1 15 0
5	11065	Lettermore,	2 10 0
1	11342	Arramore Island (2),	4 10 0
5	11388	Derries,	2 10 0
5	11554	Bundoran,	2 10 0
5	11567	Robertsons,	1 16 9
5	11551	Laghey Barr,	2 10 0
5	11835	Carntrasy,	1 8 0
5	11843	Nial Mor,	4 10 0
2	11945	Culdauff,	2 2 0
5	11988	Aughinigue,	1 16 9
2	12275	Drumoghilla,	2 10 0
1	12276	Letterkenny Robertson,	2 10 0
2	12498	Ballyholey,	2 10 0
5	12582	Tullynaught,	2 10 0
1	12851	Drumlodge,	2 7 3
5	13170	Urbal,	2 0 3
2	13356	Glencrow,	2 10 0
6	13367	Stranorlar M.,	2 10 0
6	13358	Do. F.,	2 10 0
6	13369	Do. Inf.,	2 8 0
5	13382	Nash,	4 10 0
5	13405	Inver,	1 18 6
5	13595	Pinner,	2 0 3
5	13724	Munternecoo,	2 10 0
5	13985	Ballysaggart,	2 10 0
1	14194	Termon,	6 10 0
5	14247	Four Masters,	4 10 0
2	14353	Moville,	4 10 0
5	14379	Drumsherk,	2 10 0
1	14457	Looset,	1 5 0
1	14628	Letterkenny Mon.,	6 10 0
6	14914	Stranorlar,	4 10 0
1	15208	Stramore,	2 10 0
5	15271	Townawilly,	4 10 0
3	15283	Lettermacward,	1 2 9
1	15292	Ray,	1 9 9
2	15474	Alaghaderry,	2 10 0
5	15577	Clar Robertson,	2 10 0

Appendix.

Section II.,

L.

(a).—Hand and Eye Training and Drawing—continued.

COUNTY DOWN.

Dis- trict.	Roll No.	Name of School.	Amount of Grant.
			£ s. d.
17	190	Bales,	2 10 0
10	214	Tullycavey,	2 10 0
17	234	Derryboy,	2 10 0
19	243	St. Clare's Convent,	8 10 0
9a	1581	Crossmacreevy,	2 10 0
10	1597	Ballymalady,	2 10 0
19	2270	Ballyvarley,	4 10 0
10	2513	Ballyeasboro',	6 10 0
10	2518	Conlig,	4 10 0
9	2560	Ednagonnell,	2 10 0
11	2688	Ballynagarrick,	2 10 0
9	2723	Drumlough,	4 10 0
10	3079	Loughbriscouse,	2 9 0
19	3094	Emdale,	2 10 0
11	3225	Gilford (1),	6 10 0
17	3619	Kilmore,	2 10 0
11	3805	Banbridge M.,	4 10 0
9	4042	Pardysburn,	4 10 0
10	4290	Dundonald M.,	4 10 0
10	4343	Ballyphilip F.,	4 10 0
17	4648	Killyleagh (Irish-street),	6 10 0
10	4657	Newtownards (2),	6 10 0
10	4684	Comber,	8 10 0
17	4744	Bright,	1 18 6
11	4811	Gilford Mill M.,	4 10 0
10	5023	Ballybaskin,	2 10 0
10	5467	Carrowdore,	2 10 0
10	5704	Greyabbey,	4 10 0
19	5741	Clontarfleece,	2 10 0
9	5996	Ballyvicknacally,	2 10 0
19	6643	Windsor Hill F.,	4 10 0
10	7045	Kearney,	2 0 3
17	7221	Strangford,	4 10 0
9	7570	Hillsboro',	2 10 0
10	7605	Ardrquin,	1 16 9
10	7774	Newtownards Model M.,	4 10 0
10	7775	Do. F.,	4 10 0
10	7776	Do. Inft.,	4 10 0
11	8053	Banbridge, P.,	4 10 0
17	8137	Shanrod,	2 10 0
10	8169	Smyth's Comber,	4 10 0
10	8170	Ballyrogan,	2 10 0
9	8370	Lambeg,	6 10 0
11	8442	Moyallen,	4 10 0
19	8577	Tullyrior,	2 9 0
10	8916	Kirkstown,	4 10 0
11	9151	Ballydangan,	2 10 0
17	10253	Mount St. Patrick F.,	8 10 0
10	10408	Ballywalter,	4 10 0
10	10821	Tubbernacarrig,	4 10 0
10	10847	Ballywalter Inft.,	2 3 9
10	10964	Ballyphilip Par.,	2 10 0
11	11079	Magherabeg,	2 10 0
9	11120	Ballylissan,	4 10 0

(a.)—Hand and Eye Training and Drawing—*continued*.

Appendix.

Section II.,

L.

COUNTY DOWN—*continued*.

District	Roll No.	Name of School.	Amount of Grant.
			£ s. d.
11	11138	Church-street M.,	6 10 0
11	11139	Do. Inf.,	2 10 0
10	11216	Killinehy M.,	2 8 0
10	11255	Woburn, .	4 10 0
10	11302	Killinehy, .	2 10 0
9	11436	Ravarnette, .	2 10 0
9	11037	Culcavey, .	2 10 0
10	11683	Millisle, .	4 10 0
10	11753	Balligan, .	2 3 9
10	11785	Grovesfield, .	6 10 0
11	11829	Castle Hill, .	4 10 0
9	11854	St. John's, .	2 10 0
17	11880	Ardglass, .	2 10 0
11	12031	Rathfriland-street, .	4 10 0
19	12032	Ballymartin P., .	2 5 6
17	12151	Killinamurray, .	2 10 0
10	12191	Castlegardens, .	6 10 0
10	12192	Do. Inf.,	4 10 0
9	12429	Ballynaseelagh, .	6 10 0
10	12580	Londonderry M., .	8 10 0
10	12581	Do. F., .	8 10 0
10	12583	Comber-street Inf.,	8 10 0
9	12837	Maze (2), .	2 10 0
19	13129	Aghaderg, .	2 10 0
10	13596	Victoria, .	2 10 0
10	13798	Mount Stewart, .	2 8 0
10	14373	Dee-street, .	8 10 0
10	14417	Ballyboley, .	4 10 0
10	14551	Legan Village, .	6 10 0
10	14947	Ledley Senior, .	2 0 0
			(Suppl.)
19	15044	Moneydarragh F., .	2 10 0
10	15089	Ravenhill-road, .	6 10 0
10	15090	Do. Inf.,	6 10 0
10	15136	Killoughy, .	4 10 0
9	15200	Rosario F., .	4 17 6
17	15267	Saul, .	4 10 0
17	15270	Donard View, .	2 10 0
17	15312	Teconnaught, .	4 10 0
10	15390	St. Matthew's Convent, .	8 10 0
10	15415	Leamond-avenue, .	8 10 0
17	15582	St. Mary's, .	6 10 0

COUNTY FERMANAGH.

13	271	Slee, .	1 13 3
13	3267	Grove, .	1 11 6
14	3521	Aghagaffert, .	2 10 0
13	3861	Carick Agricultural, .	2 10 0
13	4423	Carrowkeel, .	2 2 0
13	4635	Tatnamona, .	1 15 0
13	4717	Lisnaskea, .	4 10 0

Appendix.
Section II.,
I.

(a.) Hand and Eye Training and Drawing—continued.

COUNTY FERMANAGH—continued.

District.	Roll No.	Name of School.	Amount of Grant.
			£ s. d.
14	6136	Fearney,	1 16 9
6	6493	Drumskinny,	2 10 0
6	6899	Moneyvrieca,	4 10 0
6	8002	Drummaginahan Island,	1 16 9
13	8785	Mulnaburthin,	2 7 0
13	9071	Enniskillen Model M.,	4 10 0
13	9072	Do. F.,	2 10 0
13	9073	Do. Inf.,	2 10 0
13	9467	Lisblake,	2 5 6
13	9574	Mary-street,	2 10 0
13	9913	Tempo (1),	2 10 0
6	10405	Banagh,	2 10 0
13	10467	Clabby,	2 10 0
13	10510	Knocknaraven,	2 0 3
13	10779	Bohee,	2 8 0
13	10893	Coolra kelly,	2 10 0
13	11148	Carriockapollin,	2 10 0
14	11333	Meenmore M.,	2 5 6
14	11334	Do. F.,	1 15 0
13	11536	Churchhill,	2 10 0
13	11692	Derryharney,	2 10 0
5	11973	Tallyvogy,	2 10 0
6	11981	Beleek M.,	2 10 0
6	11982	Do. F.,	2 10 0
13	12043	Colebrook,	2 10 0
13	12044	Maguireshridge,	4 10 0
13	12088	Ballinamallard,	2 10 0
13	12154	Killalshard,	1 2 9
13	12336	Doneen,	1 16 9
13	12377	Derrygonnelly Mills,	2 10 0
13	12385	Claddagh,	2 0 3
13	12420	St. Michael's M.,	6 10 0
13	12491	Mullaghy,	1 15 0
13	12500	Marble Arches,	1 15 0
13	12657	Lisbellaw P.,	1 8 0
13	12660	Littlemount,	2 10 0
13	12725	Lisbellaw M.,	2 0 3
13	12760	Drummal,	2 10 0
13	12776	Carroo,	2 10 0
13	13092	Wheatbill,	2 3 9
13	13312	Porthill,	4 10 0
13	13401	Enniskillen Convent,	8 10 0
13	13669	Drumalone,	2 2 0
13	14168	Stragowna,	1 18 6
13	14521	Stranafaley,	2 9 0
13	16439	Moughley,	2 10 0

COUNTY LONDONDERRY.

7	296	Draperstown F.,	2 10 0
2	1242	Cahry (1),	1 6 3
7	1784	Altayesky M.,	2 5 6

(a.) Hand and Eye Training and Drawing—continued.

COUNTY LONDONDERRY—continued.

Appendix.

Section II.

L.

District.	Roll No.	Name of School.	Amount of Grant.
			£ s. d.
7	2135	Ticknash,	1 15 0
7	2422	Lisnamuck,	2 10 0
3	2598	Ballynashane,	2 10 0
3	2603	Ringsend,	4 10 0
7	2606	Ballynecagh,	2 10 0
7	2668	Ballyagan,	2 10 0
7	2885	Lemnaro,	2 10 0
7	3318	Loop,	2 10 0
4	3782	Faughanvale (1),	2 10 0
7	5021	Lissan (1),	2 10 0
7	5676	Altayesky F.,	2 10 0
7	6152	Tobermore,	4 10 0
2	6168	St. Eugene's Convent,	8 10 0
2s	6461	Waterside (2),	4 10 0
2s	7527	Faughanvale (2),	2 10 0
2s	7889	Glendermotte,	2 10 0
2s	8255	Oghill,	2 10 0
7	8519	Castledawson,	4 10 0
7	9434	Drumard,	2 10 0
7	9498	Curran,	2 10 0
7	9609	Keenough,	2 10 0
7	9687	Garvagh F.,	2 10 0
7	9727	Dunmullen,	2 10 0
7	9978	Ballymacpeake,	2 10 0
7	10008	Fallagloon,	2 10 0
7	10442	Magherafelt Parl. F.,	2 3 9
7	10567	New Row,	2 10 0
7	10833	Tamlaght,	2 10 0
7	11464	Bellaghy M.,	2 10 0
7	11594	Buncran M.,	2 10 0
7	11595	Do. F.,	2 7 3
7	11607	Ballinderry,	2 10 0
3	11645	Drogheda,	2 10 0
7	11682	Ballymulderg (2),	2 10 0
7	11826	Reastown,	2 10 0
2s	11915	Terryredmond,	2 10 0
7	12058	Culnady M.,	2 5 6
7	12069	Do. F.,	2 10 0
7	12109	Maghera F.,	2 10 0
7	12153	Magherafelt Parl. M.,	1 16 9
7	12186	Hall-street M.,	2 10 0
3	12391	Ballagh,	2 10 0
7	12501	Maghera M.,	2 10 0
7	12637	Anahorish F.,	2 10 0
7	12980	Glenvale,	2 10 0
7	13069	Kileronaghan,	2 10 0
7	13212	St. Patrick's Convent (2),	8 10 0
7	13400	Carndaisey Glen,	1 16 9
3	13472	Rocktown,	2 10 0
7	13488	St. Malachy's M.,	2 10 0
7	13768	St. Joseph's,	2 10 0
7	14007	St. Mary's Convent,	2 10 0
7	14082	Tyrone,	2 10 0
2	14317	St. Columba's F.,	8 10 0

Appendix.
Section II.,
L.

(a.) Hand and Eye Training and Drawing—continued.
COUNTY LONDONDERRY—continued.

District.	Roll No.	Name of School.	Amount of Grant.
			£ s. d.
7	14560	Lisnamuck F.	2 10 0
2	14598	St. Columb's Convent, F. Inf.,	6 10 0
2	14599	Do. M. Inf.,	8 10 0
2	14690	St. Columb's Hall,	4 10 0
7	14877	St. Treas's M.,	2 3 9
7	14878	Do. F.,	4 10 0
7	14882	Ballymulderg (1),	1 15 0
7	14971	Sixtowns,	1 18 6
7	15066	St. Mary's Convent, Inf.,	4 10 0
7	15236	Tirgarvill,	2 10 0
3	15247	Portstewart,	4 10 0
2a	15620	Ebrington,	6 10 0

COUNTY MONAGHAN.

18	342	Three-mile-house,	2 10 0
18	355	Corcaghan M.,	1 16 9
18	359	Monaghan Con.,	6 10 0
18	369	Leitrim,	2 10 0
18	373	Doravy,	4 10 0
18	1115	Drumgarley,	2 10 0
18	2030	Lappan M.,	1 16 9
23	2109	Clonrye,	2 10 0
18	3837	Lappan F.,	2 10 0
18	4243	Castleblayney,	4 10 0
18	5796	Uroher,	2 10 0
18	5975	Corcaghan F.,	2 7 0
18	6365	Drumskill,	1 8 0
18	8306	Clones Park,	2 10 0
18	10104	Smithboro',	2 9 0
18	10282	Drumscutton,	2 10 0
18	10349	Classdough,	1 16 9
18	10452	Drumsheeny,	2 10 0
18	10718	Billia,	2 10 0
18	10746	Amacklin,	2 10 0
18	10751	Clontibret,	2 10 0
18	10985	Clones Inf.,	2 10 0
18	11427	Brownhill,	1 11 6
18	12482	Brigan,	2 10 0
25	12396	Inniskeen,	4 10 0
18	13685	Largy M.,	4 10 0
24	14072	Drumgossat F.,	2 10 0
18	14845	Clones,	2 10 0
18	15041	Clones Convent,	4 10 0
18	15402	Monaghan Convent Inf.,	8 10 0
18	15491	Clones Convent Inf.,	6 10 0
23	15509	Clinooney,	2 10 0

(a.) Hand and Eye Training and Drawing—continued.

COUNTY TYRONE.

Appendix.
Section II.
I.

District.	Roll No.	Name of School.	Amount of Grant.
			£ s. d.
14	388	Killyclogher,	1 11 6
	388	Do.,	0 18 6
			(Suppl.)
14	426	Pomeroy M.,	2 9 0
6	430	Kilcleen,	2 10 0
14	438	Craggan,	2 10 0
6	1193	Carrycaghan,	2 10 0
14	2001	Drumquin,	2 10 0
6	2783	Dergalt,	2 10 0
14	3678	Drumharvey,	2 10 0
7	3972	Upper Belix,	2 5 6
14	4302	Killyclogher F.,	2 10 0
15	4585	Aughavey,	2 2 0
6	4679	Lisnacloam,	2 5 6
14	4947	Dervaghbrov.,	1 13 3
14	5051	Knocknagar,	2 3 9
15	5066	Aughnacloy M.,	2 10 0
15	5290	Do F.,	2 10 0
6	5329	Douglas,	2 10 0
14	5368	Mullaslin,	2 0 3
2	5515	Killenagh,	4 10 0
6	5531	Edenderry,	2 10 0
6	5646	Letterbratt,	2 9 0
14	6304	Dunmullan,	2 10 0
14	6366	Tyrconan,	1 8 3
6	6954	Liscable,	2 10 0
6	7184	Gortin M.,	2 10 0
14	7289	Brackey M.,	1 18 6
15	7479	Coagh (old),	4 10 0
15	7543	Coolistown,	6 10 0
14	7583	Omagh Model M.,	6 10 0
6	7758	Newtownstewart Model M.,	2 10 0
6	7759	Do. do. F.,	2 10 0
14	7965	Derrabard,	2 3 9
6	8106	Glennornan,	2 10 0
14	8178	Omagh Model F.,	4 10 0
14	8179	Do. Inf.,	6 10 0
14	8191	Mountfield,	1 8 0
14	8210	Corlea,	2 5 6
14	8329	Drumakilly,	2 10 0
15	8331	Moy (2),	4 10 0
6	8438	Castlederg Edwards M.,	4 10 0
6	8694	Newtownstewart Model Inf.,	2 10 0
15	8830	Inishmagh,	2 10 0
6	9373	Legfordrum,	1 16 9
15	9513	Donaghmore,	4 10 0
6	9620	Gortin F.,	2 10 0
15	9713	Elghish (3),	2 10 0
6	9795	Erganagh,	2 10 0
14	9869	Grannan,	2 10 0
15	9999	Derryfubble,	4 10 0
6	10009	Carrickbridge,	2 8 0
6	10110	Strabane Convent,	8 10 0
15	10178	Benburb Agrl.,	2 10 0

Appendix.
Section II,
L.

(a.) Hand and Eye Training and Drawing—continued.

COUNTY TYRONE—continued.

District.	Roll No.	Name of School.	Amount of Grant.
15	10179	Benburb F.,	£ 2 10 0
14	10237	Corryglass,	2 10 0
15	10267	Coagh (2),	2 10 0
15	10283	Newmills,	4 10 0
14	10284	Knockmoyle,	2 5 6
14	10341	Tyrone,	1 18 6
15	10394	Castlecarnfield,	2 10 0
14	10332	Ballygawley (2),	2 10 0
14	11026	Altinagh,	2 10 0
14	11029	Kilkeery,	1 18 6
16	11060	Caledon,	2 10 0
14	11060	Fintona F.,	2 10 0
14	11403	Do. Mixed,	4 10 0
14	11547	Roscor Male,	2 10 0
14	11548	Do. Female,	2 10 0
6	11586	Sion Mills M.,	6 10 0
6	11587	Do. F.,	6 10 0
14	11756	Cloghfin,	2 10 0
14	11837	Dromore (2),	2 10 0
14	11941	Fivemiletown M.,	2 10 0
14	11942	Do. F.,	2 10 0
6	12009	Lisnaveagh,	2 10 0
14	12396	Golan,	2 8 0
15	12440	Lr. Market,	2 10 0
15	12443	Oldtown M.,	4 10 0
15	12460	Tillyhogue,	2 0 3
14	12704	Beltny,	2 10 0
6	12748	Barrack-street,	3 0 0
15	12777	Caledon-street,	2 10 0
15	12845	Union-place M.,	2 10 0
14	12885	Augher (2),	2 10 0
15	13256	Gortgonis,	2 10 0
14	13377	Trillick (2),	2 10 0
14	13577	Roughan,	2 10 0
15	13634	Loughana,	2 10 0
6	14142	Castlederg Edwards F.,	2 10 0
14	14264	Tullyvar,	2 10 0
14	14272	Omagh Convent,	8 10 0
14	14372	Clanabogan,	2 10 0
6	14731	Gortnagross,	2 10 0
6	14814	First Strabane M.,	2 10 0
6	14815	Do. F.,	2 10 0
7	14918	Abercorn,	4 10 0
14	14920	Johnston Memorial,	2 10 0
15	14932	Stewartstown,	4 10 0
14	15119	Trillick,	2 10 0
6	15190	Beltrim M.,	2 10 0
6	15191	Do. F.,	2 10 0

COUNTY CLARE.

51	3373	Sallybank,	4 10 0
51	4548	Clonlara M.,	4 10 0

(a.) Hand and Eye Training and Drawing—continued.

COUNTY CLARE—continued.

Appendix.

Section II.,
L.

District.	Roll No.	Name of School.	Amount of Grant.
			£ s. d.
51	6527	Clonlara F.,	4 10 0
43	10183	Killaloe,	1 2 9
45	11714	Bansha,	4 10 0
45	11727	Vandaleur,	2 3 9
43	11813	Furlan M.,	2 10 0
42	11814	Do. F.,	2 10 0
45	13441	Gurthbofarna M.,	4 10 0
42	14638	Killurin,	2 10 0
45	15327	Cahirmurphy,	2 0 0

COUNTY CORK.

43	466	Clonpriest M.,	4 10 0
50	467	Ballinapittal M.,	2 10 0
53	473	Fourmilewater M.,	4 10 0
50	1197	Sunday's Well,	2 0 0
		(Suppl.)	
50	1267	Ardfield F.,	4 10 0
50	1268	Clondulane Mixed,	4 10 0
50	1269	Blarney Old,	2 10 0
52	1271	Kilbolane M.,	4 10 0
52	1273	Charleville M.,	6 10 0
50	1392	Coolmountain,	2 10 0
52	1501	Kilbolane F.,	4 10 0
52	1541	Charleville Con.,	4 10 0
54	1598	Rathcormac M.,	4 10 0
54	1692	Firmount M.,	2 10 0
54	1874	Kilworth M.,	4 10 0
55	1878	Rathcormac F.,	4 10 0
55	1884	Kilworth F.,	4 10 0
50	1949	Innishannon,	4 10 0
50	1989	Ballyheady F.,	2 10 0
50	1989	Do. F.,	2 0 0
		(Suppl.)	
55	2016	Knocknagown M.,	2 10 0
55	2017	Do. F.,	2 10 0
55	2157	Dromagh M.,	2 5 6
55	2158	Do. F.,	2 9 0
55	2159	Creagh,	2 10 0
55	2162	Lismore M.,	4 10 0
55	2163	Do. F.,	2 10 0
55	2258	Fermoy Convent,	8 10 0
50	2267	Danderraw,	4 10 0
55	2373	Dunheacon,	4 10 0
55	2705	Rathharry F.,	4 10 0
50	2707	Sunday's Well F.,	4 10 0
55	3431	Kildinan,	2 10 0
55	3438	Ballygraddy M.,	2 10 0
55	3439	Do. F.,	4 10 0
55	3548	Laharna,	2 10 0
55	3588	Aghahullogue M.,	4 10 0
55	3589	Do. F.,	4 10 0

Appendix.
Section II.
L.

(a.) Hand and Eye Training and Drawing—continued.

COUNTY CORK—continued.

District.	Roll No.	Name of School.	Amount of Grant.
			£ s. d.
60	3722	Ballinera M.,	2 10 0
60	3923	Ballincollig M.,	2 10 0
48	3928	Youghal Convent,	8 10 0
60	3872	Ballincollig F.,	2 10 0
59	3885	Ahhay M.,	2 10 0
56	3997	Ballyhooley M.,	4 10 0
56	3998	Do. F.,	6 10 0
56	4054	Ballindangan M.,	2 10 0
48	4038	Clonpriest F.,	2 10 0
56	4129	Skeshansagh,	2 10 0
60a	4250	Ballintemple,	4 10 0
59	4444	Doneen M.,	2 10 0
59	4445	Do. F.,	2 10 0
56	4446	Boherhee M.,	4 10 0
56	4447	Do. F.,	2 10 0
56	4453	Gortree M.,	2 10 0
60	4572	St. Joseph's Convent,	8 10 0
56	4630	Mallow Convent,	8 10 0
56	4755	Glantane M.,	2 10 0
56	4756	Do. F.,	2 10 0
58	4843	Castletown M.,	4 10 0
56	4953	Ballyhaas M.,	2 10 0
56	4954	Do. F.,	2 10 0
52	5093	Newtown Ballyhaas M.,	4 10 0
59	5140	Skibbereen M.,	6 10 0
56	5147	Clashbee,	4 10 0
58	5565	Trafraah M.,	4 10 0
58	5566	Do. F.,	4 10 0
58	5569	Adrigole F.,	4 10 0
59	5637	Dunmanway Model F.,	2 10 0
58	5656	Golsen M.,	2 10 0
58	5657	Do. F.,	2 10 0
60a	5708	Upper Glanmire,	2 10 0
58	5710	Derrinsed,	4 10 0
58	5726	Kilthomas,	2 10 0
60a	5904	Brooklodge,	2 10 0
58	6009	Cahir Mixed,	4 10 0
58	6138	Gortalamna,	4 10 0
58	6403	Gulladoo,	2 10 0
59	6424	Kilcolman,	4 10 0
58	6693	Kealkil,	4 10 0
55	6717	Colthurst M.,	2 10 0
55	6718	Do. F.,	2 9 0
55	6824	Coolen,	2 10 0
56	7006	Ballyclough M.,	2 10 0
56	7007	Do. F.,	2 10 0
58	7066	Kilrochane M.,	2 10 0
58	7101	Inchiclough,	4 10 0
60	7156	Knocknavilla F.,	2 10 0
55	7450	Derrinagree M.,	2 10 0
55	7451	Do. F.,	4 10 0
55	7491	Slieveragh,	4 10 0
60	7566	Innishannon,	4 10 0
58	7697	Drumclough,	2 10 0
58	7802	Maughnaclea,	2 10 0

(a.) Hand and Eye Training and Drawing—continued.
COUNTY CORK—continued.Appendix.
Section II.
L

Dis- trict	Roll No.	Name of School.	Amount of Grant.
			£ s. d.
58	7833	Crookhaven,	2 10 0
58	7957	Borlino,	1 18 6
50	8230	St. Nicholas M.,	2 10 0
55	8393	Rathduff,	4 10 0
58	8450	Fourmilewater,	2 10 0
58	8544	Cappaboy,	4 10 0
58	8707	Ballincora F.,	2 10 0
58	8889	Ballindangan F.,	2 10 0
58	8924	Coomleigh,	2 10 0
60	8972	Castleback,	2 10 0
58	9054	Ballydehoh (No. 3),	2 2 0
59	9067	Ratharry M.,	4 10 0
55	9144	Curraghs,	4 10 0
58	9161	Bantry Com.,	8 10 0
60	9162	Belgooley,	2 10 0
55	9248	Ardglen F.,	2 10 0
58	9448	Glenogue,	2 10 0
60	9563	St. Michael's,	2 10 0
60	9610	Kilmacoda,	1 15 0
59	9649	Old Head of Kinsale,	4 10 0
59	9677	Lissalohorrig,	4 10 0
59	9787	Derrygallon M.,	4 10 0
59	9788	Do. F.,	2 10 0
58	9815	Tullilasse,	2 10 0
58	9818	Umeraboy F.,	2 10 0
60	9829	Ballygarvan M.,	2 10 0
60	9830	Do. F.,	2 10 0
55	9870	Hollymount M.,	2 10 0
58	9869	Rockwood,	2 10 0
60	10073	Queen-street,	2 10 0
60	10090	Burris,	2 10 0
55	10232	Kanturk Convent,	8 10 0
55	10361	Droemnarigle M.,	2 8 0
55	10362	Do. F.,	2 10 0
58	10623	Fermoy Adair,	2 10 0
58	10648	Bantry (No. 3),	2 10 0
59	10665	Meenies,	1 15 0
59	10651	Tragumna M.,	2 7 3
59	10652	Do. F.,	2 5 6
59	10666	Carra M.,	2 3 9
59	10703	St. Edmund's Agri.,	2 10 0
60	10747	Glanmire,	2 2 0
59	10806	Claddagh,	1 15 0
59	11076	Castletownsend No. 2,	0 17 6
55	11155	Ballyvourney M.,	4 10 0
55	11156	Do. F.,	4 10 0
58	11249	Burnfoot M.,	2 10 0
58	11249	Do. M.,	2 0 0
		(Suppl.)	
58	11290	Do. F.,	4 10 0
59	11283	Bealad F.,	2 10 0
58	11332	Longueville,	2 10 0
58	11382	Scart,	2 3 9
60	11462	Upper Glanmire F.,	2 10 0
59	11676	Abbey F.,	2 10 0

(a.) Hand and Eye Training and Drawing—continued.
COUNTY CORK—continued.

District.	Roll No.	Name of School.	Amount of Grant.
			£ s. d.
56	11681	Kingstown,	1 15 0
60	11728	Kilbriann F.,	2 10 0
58	11743	Coomhola F.,	4 10 0
56	11922	Battavant Convent,	4 10 0
60	11997	SS. Peter's and Paul's F.,	8 10 0
60	11998	Do. M. Inf.,	6 10 0
60	11999	Do. F. Inf.,	8 10 0
56	12004	Mallow,	2 10 0
60	12011	Ballymodan,	2 10 0
48	12026	Little Island M.,	2 10 0
48	12027	Do. F.,	2 10 0
48	12041	Midleton,	1 4 6
60	12053	Gurranesig M.,	2 10 0
60	12054	Do. F.,	2 10 0
59	12147	Ardfield M.,	6 10 0
59	12160	Kilmeen,	2 10 0
58	12227	Lisagriffin M.,	2 10 0
58	12261	Ardgroom M.,	2 10 0
60	12264	Goggin's Hill F.,	1 16 9
48	12281	Walterstown M.,	2 5 6
55	12293	Canovee F.,	4 10 0
59	12302	Lough Ine F.,	2 0 0
			(Suppl.)
60	12380	Ballymodan F.,	2 10 0
59	12383	Union Hall M.,	6 10 0
59	12384	Do. F.,	6 10 0
55	12399	Bardinehy,	4 10 0
60	12416	Ballingarry,	2 10 0
46	12446	Glenahalla F.,	2 10 0
56	12447	Ballydaniel,	2 10 0
58	12451	Schull (3),	2 10 0
60	12456	Timoleague M.,	4 10 0
58	12469	Ballydevlin,	2 5 6
56	12519	Mallow Mony,	8 10 0
60	12595	Goggin's Hill Inf.,	1 13 3
59	12598	Ardagh M.,	4 10 0
58	12611	Morrogh,	2 5 6
48	12661	Rostellan,	2 10 0
60	12676	Clogheen M.,	2 10 0
58	12685	Rossacahara M.,	2 10 0
58	12686	Do. F.,	2 10 0
60	12697	Bacrleigh,	2 10 0
56	12700	Grange (2),	2 10 0
60	12770	Clogheen F.,	2 10 0
56	12791	Mitchelstown Con.,	8 10 0
59	12849	Baltimore M.,	2 10 0
59	12850	Do. F.,	2 10 0
59	12853	Myross,	1 2 8
60	12921	Raharoon,	2 10 0
58	12976	Derrinacorrin,	2 10 0
58	13023	Durras,	2 8 0
52	13031	St. Joseph's Inf.,	8 10 0
58	13082	Whiddy Island,	2 10 0
58	13095	Dromore M.,	4 10 0
58	13096	Do. F.,	4 10 0

(a.) Hand and Eye Training and Drawing—continued.

COUNTY CORK—continued.

Appendix.

Section II.

L.

District	Roll No.	Name of School.	Amount of Grant.
			£ s d.
59	13159	Lisavaird M.,	2 10 0
59	13160	Do. F.,	2 10 0
59	13372	St. Patrick's M. Inf.,	6 10 0
59	13375	Crossmahon,	2 10 0
60	13412	Killeenleagh M.,	2 10 0
59	13422	Rosscarbery,	2 10 0
57	13542	St. Joseph's Pres. Con.,	8 10 0
48	13647	Castlemartyr M.,	4 10 0
60	13648	St. Luke's M.,	4 10 0
60	13652	Do. F.,	4 10 0
60a	13663	Lower Glanmire M.,	2 10 0
59	13728	Castletownsend M.,	4 10 0
59	13729	Do. F.,	4 10 0
60a	13747	Riverstown M.,	2 10 0
58	13742	Castletownbere Con.,	6 10 0
56	13779	Dromore M.,	2 10 0
56	13780	Do. F.,	2 10 0
60	13828	Douglas,	6 10 0
60a	13890	Shanbally F.,	2 10 0
60	13904	St. Patrick's Inf.,	8 10 0
60a	13910	Crosshaven Con.,	8 10 0
60	13930	Greencoat Hospital,	4 10 0
58	13976	Ballydehob (2)	2 10 0
60	13980	Togher,	4 10 0
55	14022	Clontarf M.,	4 10 0
55	14023	Do. F.,	4 10 0
60	14024	St. Mary's (Essex's Hill),	6 10 0
55	14052	Kanturk M. (1),	4 10 0
55	14053	Do. M. (2),	4 10 0
56	14107	Castletownroche M.,	4 10 0
56	14108	Do. F.,	4 10 0
60	14116	Kilbrittain M.,	2 0 3
60	14139	Rincoran,	4 10 0
58	14226	Ballydehob F.,	4 10 0
58	14235	Direenlamane,	4 10 0
58	14246	Bawnakeane,	0 10 3
60a	14299	Passage West Convent,	8 10 0
60	14403	St. John's,	8 10 0
58	14430	Derryceha,	2 10 0
58	14439	Lisheeneragh,	2 10 0
60	14594	St. Flanbar's M. Inf.,	8 10 0
60	14610	St. Francis M.,	4 10 0
60	14611	Do. F.,	8 10 0
60	14687	Bandon M.,	2 10 0
60	14687	Do. M.,	2 0 0
		(Suppl.)	
59	14692	Coppeen M.,	2 10 0
58	14721	Schull M.,	4 10 0
58	14722	Do. F.,	4 10 0
60	14726	St. Multose,	4 10 0
55	14839	Gurrane M.,	4 10 0
60	14901	Glasheen M.,	2 0 0
		(Suppl.)	
60	14955	Warner's-lane M.,	8 10 0
56	15010	Blarney Colthurst M.,	6 10 0

Appendix.
Section II.
L.

(a.) Hand and Eye Training and Drawing—continued.
COUNTY CORK—continued.

District.	Roll No.	Name of School.	Amount of Grant.
			£ s. d.
59	15059	Baltimore Fishery,	6 10 0
53	15081	Horse Island,	1 9 9
58	15135	Bantry, M.,	6 10 0
58	15151	Dunmanus,	4 10 0
60	15182	Central District Inf.,	4 10 0
59	15440	Lough Ine F.,	2 10 0
60	15464	Courtmacsherry (No. 2),	1 13 3
60a	15485	New Glanmire F.,	2 10 0
58	15716	Kilcrobane F.,	2 10 0

COUNTY KERRY.

57	536	Caberciveen M.,	4 10 0
57	1583	Glowanaguillagh,	4 10 0
57	1600	Fossa M.,	2 10 0
39	1601	Tiernaboul M.,	0 16 8
		(Suppl.)	
54	1859	Miltown Con.,	4 10 0
57	2198	Spankane F.,	2 10 0
57	2708	Cullins F.,	4 10 0
57	3784	Imlaghmore M.,	2 10 0
57	4458	Ballinskilla,	4 10 0
54	4461	O'Dorney M.,	4 10 0
57	4463	Mastergully,	4 10 0
57	4858	Imlaghmore F.,	2 10 0
54	5169	Castlemaine M.,	4 10 0
54	5170	Do. F.,	6 10 0
57	5481	Kilbonane M.,	2 10 0
57	5482	Do. F.,	2 7 0
58	5484	Shelbourne (2),	2 10 0
54	7990	Ballyfinane M.,	4 10 0
54	7991	Do. F.,	2 10 0
57	8147	Glen Mixed,	4 10 0
57	8148	Kills Mixed,	2 10 0
57	8349	Ballinskelligs M.,	4 10 0
57	8350	Do. F.,	4 10 0
57	8687	Coars Mixed,	4 10 0
54	9209	Castledrum M.,	2 10 0
54	9338	Do. F.,	2 10 0
57	9876	Kinnego,	4 10 0
57	9878	Agbatubrid M.,	2 10 0
57	9879	Do. F.,	2 10 0
54	10016	Fibough M.,	4 10 0
54	10017	Do. F.,	4 10 0
57	10050	St. Gertrude's,	2 10 0
57	10663	Kilmakerin M.,	2 10 0
57	10721	Corobeg M.,	2 5 6
57	10722	Do. F.,	1 18 6
57	10819	Ballyhearney M.,	2 10 0
57	10820	Do. F.,	2 10 0
54	11084	Tralee,	2 10 0
57	11313	Portmagee M.,	4 10 0

(a.) Hand and Eye Training and Drawing—*continued.*Appendix.
Section II,
L.COUNTY KERRY—*continued.*

Elect.	Roll No.	Name of School.	Amount of Grant.
			£ s. d.
57	11419	Portmagee F.,	4 10 0
57	12198	Tyromayle M.,	2 10 0
57	12701	Flemore M.,	2 10 0
57	12702	Do F.,	2 10 0
57	12717	Waterville,	2 10 0
57	12823	Glencullane F.,	2 10 0
57	12825	Dungeel F.,	2 10 0
54	12832	Killorglin M.,	8 10 0
54	12875	Douglas M.,	4 10 0
57	13123	Knockeens M.,	4 10 0
57	13124	Do F.,	4 10 0
57	13288	Coonana M.,	2 10 0
57	13289	Do F.,	2 10 0
54	13481	Cullinacorey,	2 10 0
54	13530	Moyderwell Convent,	8 10 0
57	13706	Kilmahegin F.,	4 10 0
57	14025	Rockfield M.,	2 10 0
57	14026	do F.,	2 10 0
57	14088	Kilredig.,	2 10 0
57	15473	Killarney Convent Inf.,	8 10 0

COUNTY LIMERICK.

52	1282	Rathkesale (1) M.,	6 10 0
51	4765	Patrickswell F.,	2 7 0
51	5143	Pery Sq. Con.,	8 10 0
46	5195	Knockakiney M.,	2 10 0
51	5547	Sexton-street Con.,	8 10 0
51	5881	Murroe F.,	4 10 0
52	6032	St. Catherine's Con.,	8 10 0
52	6569	St. Anne's Con.,	8 10 0
51	6836	St. John's Sq. Con.,	8 10 0
51	6970	Limerick Model M.,	4 10 0
51	6971	Do F.,	2 10 0
51	6972	Do Inf.,	4 10 0
52	8572	Brurce M.,	4 10 0
52	9702	St. James' (Cappagh),	2 10 0
46	9916	Martinstown F.,	2 10 0
46	10293	Angleshore' F.,	2 10 0
46	10991	Garrydoon M.,	2 10 0
51	13480	St. Mary's Con. M. Inf.,	8 10 0
51	14199	St. John's Con. Inf.,	8 10 0
46	14231	Nicker M.,	6 10 0
51	14596	Sexton-street F. Inf.,	8 10 0

COUNTY TIPPERARY.

34	2133	Air Hill Con.,	8 10 0
43	2443	Templetochy,	4 10 0
51	4066	Newport M.,	4 10 0
51	4067	Do F.,	2 10 0

Appendix.
Section II.
L.

(a) Hand and Eye Training and Drawing—continued.

COUNTY TIPPERARY—continued.

Dis- trict.	Roll No.	Name of School.	Amount of Grant
			£ s. d.
51	4133	Clogheen Con.,	4 10 0
53	5633	Cloone Model M.,	2 10 0
53	5634	Do. F.,	2 10 0
53	6789	Lisronagh,	2 10 0
53	6918	Powerstown,	4 10 0
36	9549	Newtown,	1 11 6
53	10154	Rathkeevin,	2 10 0
36	11543	Cloughjordan,	2 10 0
53	12349	Morton-street Con.,	8 10 0
53	12667	Clerihan M.,	2 10 0
43	13210	Ballingarry M.,	2 10 0
53	13231	Cloneen F.,	2 10 0
53	14081	Coleman,	2 7 0
51	14725	Newport Inf.,	4 10 0
46	14970	Monard (2),	1 8 0
53	15134	Ballyporeen M.,	6 10 0
53	15635	Shaurahan,	1 9 9

COUNTY WATERFORD.

48	1179	Glencairne,	2 3 9
48	1207	Ballydaff,	2 10 0
53	1577	Russellstown,	2 10 0
53	1857	Clones,	4 10 0
48	1930	Cappoquin M.,	4 10 0
48	2889	Clashmore M.,	2 10 0
48	3228	Cappoquin Con.,	4 10 0
48	3491	Kilcash,	2 10 0
53	4090	Rathgormuck,	4 10 0
48	5233	Grange M.,	4 10 0
48	5385	Kilwatermoy M.,	2 10 0
48	5911	Do. F.,	2 10 0
48	6388	Ballymacart F.,	2 10 0
49	6974	Waterford Model M.,	2 10 0
49	6975	Do. F.,	4 10 0
48	7311	Mount Mellary,	4 10 0
48	7880	Ballinvilla Mixed,	2 10 0
48	8131	Piltown M.,	2 10 0
53	8132	Touraneena M.,	4 10 0
53	8133	Do. F.,	4 10 0
48	8162	Clashmore F.,	2 10 0
48	9529	Piltown F.,	4 10 0
48	9825	Affane,	4 10 0
48	9889	Modeligo M.,	4 10 0
48	9890	Do. F.,	4 10 0
48	10138	Grange F.,	2 10 0
49	11614	Faithlegg M.,	2 10 0
49	11615	Do. F.,	4 10 0
49	11944	Waterford Con.,	8 10 0
53	11969	Carriekbeg M.,	2 10 0
49	12067	Ferrybank,	6 10 0

(a.) Hand and Eye Training and Drawing—continued.
COUNTY WATERFORD—continued.Appendix
Section II,
L.

District.	Roll No.	Name of School.	Amount of Grant.		
			£	s.	d.
53	12180	Clonmel Con.,	8	10	0
49	12578	Dunmore E. Con.,	6	10	0
48	12911	Lismore Con.,	8	10	0
49	13901	Clonegsm.,	1	15	0
48	14164	St. Catherine's,	1	1	0
49	14535	Bellake Mixed,	2	10	0
49	14568	Killea M.,	2	10	0
48	14627	Cappoquin Con Inft.,	6	10	0
49	14989	Passage E. M.,	4	10	0
49	14990	Do. F.,	4	10	0
49	14999	Ferrybank M.,	6	10	0
49	15046	St. Stephen's Mony.,	8	10	0
48	15129	Camphare,	2	10	0
49	15173	Dunmore E.,	2	2	0
49	15295	St. Alphonsus' Con.,	6	10	0
49	15388	Tramore,	2	0	3

COUNTY CARLOW.

47	651	Borris M.,	4	10	0
47	652	Do. F.,	4	10	0
44	662	Ballinaharnas M.,	2	10	0
47	670	Leighlinbridge M.,	4	10	0
47	671	Do. F.,	2	10	0
44	683	Tinryland,	2	10	0
47	1116	Ballinkillen M.,	2	10	0
47	1117	Do. F.,	2	3	9
47	1215	Newtowndunleekney M.,	2	10	0
44	1290	Ballinaharnas F.,	2	10	0
47	1438	Newtowndunleekney F.,	2	10	0
47	1926	Bagenalstown Con.,	8	10	0
47	2124	Old Leighlin M.,	2	10	0
47	2125	Do. F.,	2	10	0
47	3235	Bawnree M.,	2	10	0
47	7068	Killloughternane,	2	0	3
47	9333	Inch F.,	2	10	0
47	11045	Fenagh,	1	6	3
47	11090	Killedmond,	0	19	3
47	11135	Bagenalstown,	2	10	0
44	11325	Carlow,	4	10	0
44	12170	Hacketstown (2),	1	16	9
47	13106	St. Bridget's Mony.,	6	10	0
47	14186	Ridge F.,	2	10	0
44	14942	Cloydah,	1	2	9
44	15245	Carlow Presb. Con.,	8	10	0
49	15403	Drummond M.,	2	10	0

COUNTY DUBLIN.

39	687	Baldoyla,	2	10	0
37	693	Clonsalkin M.,	4	10	0

Appendix,
Section II.,
L.

(a.) Hand and Eye Training and Drawing—continued.

COUNTY DUBLIN—continued.

Dis- trict.	Roll No.	Name of School.	Amount of Grant.
			£ s. d.
30	714	Liscan,	4 10 0
40 ₂	729	Loretto Con. (Rathfarnham),	4 10 0
39	737	St. Catherine's M.,	8 10 0
37	739	Harold's Cross M.,	6 10 0
30 ₂	752	Central Model M.,	8 10 0
30 ₃	753	Do. F.,	8 10 0
30	1147	Skerries,	6 10 0
30	1149	King's Inn-street Con.,	8 10 0
40 ₃	1167	Dundrum M.,	4 10 0
40 ₁	1168	Do. F.,	6 10 0
30	1295	Ballyhobill,	2 10 0
30 ₂	1795	Central Model Inf.,	6 10 0
40	1984	St. John the Baptist M.,	6 10 0
40 ₂	2472	St. Ilrgan,	2 10 0
30	3007	St. Michan's M.,	6 10 0
37	3603	St. Nicholas' F.,	6 10 0
30	4660	Portrane M.,	2 10 0
30 ₃	4817	Crumlin M.,	2 10 0
40	4992	Glasnevin Model,	4 10 0
30	6469	St. Laurence O'Toole's Inf.,	8 10 0
30	6495	St. Francis Xavier's F.,	8 10 0
30	6596	St. Laurence O'Toole's F. (2),	4 10 0
30	6664	Denmark-street (1),	4 10 0
37	6888	St. Nicholas' Inf.,	6 10 0
40	6980	Inchicore Model Inf.,	4 10 0
37	7546	Goldenbridge Con.,	8 10 0
30	7624	Rush M.,	8 10 0
30	7625	Do. F.,	8 10 0
30	7718	St. Michan's M. Junr.,	6 10 0
30 ₂	9642	Barrow,	2 10 0
30	9707	St. Patrick's (2) Inf.,	8 10 0
30	9888	St. Mary's Inf.,	6 10 0
30	9932	Stanhope-street Con.,	8 10 0
30	10139	Denmark-street M. (2),	8 10 0
30	10140	Do. F.,	8 10 0
40	10461	Donnybrook,	6 10 0
30 ₂	10653	Chapelized (2),	2 10 0
40	10998	Kilmasnogue,	2 10 0
37	11196	Inchicore M.,	2 10 0
37	11525	St. Patrick's (1),	8 10 0
40 ₂	11578	City-quay M. Inf.,	8 10 0
40	11638	Whitechurch,	2 7 3
30	11776	St. Laurence O'Toole's Inf. M.,	8 10 0
40	11832	Mount Anville Con.,	6 10 0
40	11873	Rathmichael,	2 3 9
30	12327	Dansstown,	2 10 0
30	12408	St. Mary's Con.,	6 10 0
30	12448	Gardiner-street Con.,	8 10 0
37	12471	Our Lady's Mount Con.,	8 10 0
37	12506	Dolphin's Barn,	8 10 0
37	12756	Kildare-place F.,	8 10 0
37	12804	Kingsland Park,	6 10 0
37	13088	St. Mary's Inf.,	8 10 0
30 ₂	13160	Raheny (2),	2 10 0

(a.) Hand and Eye Training and Drawing—continued.

Appendix.
Section II.
L.

COUNTY DUBLIN—continued.

Inst.	Roll No.	Name of School.	Amount of Grant.
			£ s. d.
	13224	Ballintemple,	1 18 6
40	13612	Terenure Presb. Con.,	8 10 0
40a	13693	Mrs. Wray's Inf.,	8 10 0
37	13694	St. Peter's M.,	6 10 0
37	13695	Do. F.,	4 10 0
37	13815	Howth-road M.,	4 10 0
30	13816	Do. F.,	0 16 8
		(Suppl.)	
30	13935	St. Peter's F.,	8 10 0
30	13936	Do. Inf.,	8 10 0
37	14044	St. Catherine's,	8 10 0
30	14143	St. Joseph's Prep. F.,	4 10 0
30	14324	Phibsboro' M.,	2 10 0
30	14514	East Wall M.,	8 10 0
30	14515	Do. Con.,	8 10 0
37	14529	Adelaide-road,	6 10 0
40	14536	Boosterstown,	2 10 0
40	14564	Howth-road Inf.,	2 10 0
40	14586	Blackrock Con.,	8 10 0
30	14630	Greenlana,	2 10 0
40	14639	St. Andrew's M.,	8 10 0
30	14665	St. Joseph's Senz.,	8 10 0
30	14667	Do. Inf.,	8 10 0
37	14768	St. Patrick's (2),	4 10 0
37	14769	Do. M. (3),	2 10 0
30	14916	Josephian F.,	8 10 0
30	15087	York-street,	4 10 0
30	15604	St. Thomas M.,	2 10 0
40	15618	Sandford Mixed,	4 10 0
30a	15621	St. Andrew's,	4 10 0

COUNTY KILDARE.

44	768	Suncroft,	2 10 0
37	779	Maynooth Presb. Con.,	8 10 0
42	782	Monasterevan F.,	6 10 0
37	1515	Ballymore Eustace F.,	2 10 0
37	1812	Ardclough,	2 10 0
37	1972	Kill M.,	2 10 0
37	1973	Do. F.,	2 10 0
29	2169	Derinturn M.,	2 10 0
30a	2344	Leixlip M.,	4 10 0
44	6126	Castledermott M.,	4 10 0
37	10829	Kilmacogue,	2 9 0
41	11336	Rathangan Con.,	8 10 0
44	11745	Gt. Connell Con.,	6 10 0
41	12182	Monasterevan (2),	2 10 0
44	12747	Kildare Mony.,	6 10 0
44	13228	Newbridge (2),	2 2 0
41	13782	Monasterevan Inf.,	2 10 0
44	14201	Castledermott F.,	4 10 0

Appendix,
Section II.,
L.

(a.) Hand and Eye Training and Drawing—continued.

COUNTY KILKENNY.

District.	Roll No.	Name of School.	Amount of Grant.
			£ s. d.
49	792	Dunkitt M.,	2 10 0
47	800	Goresbridge M.,	2 10 0
47	807	Bonafaa,	2 10 0
48	1288	Tallow M.,	6 10 0
47	1301	St. John's M.,	4 10 0
49	1855	Dunkitt F.,	2 10 0
47	1915	Paulstown F.,	2 10 0
49	1916	Inistioge M.,	4 10 0
47	2181	Thomastown Con.,	4 10 0
49	3369	Rosbercon,	2 10 0
47	3808	Thomastown M.,	4 10 0
47	3839	Desart,	2 10 0
49	4477	Brownstown M.,	2 10 0
49	4478	Do. F.,	2 10 0
47	5053	Kells M.,	2 10 0
49	5219	Inistioge F.,	4 10 0
49	5251	Woodstock M.,	1 15 0
44	5469	Chataworth,	2 10 0
49	6621	Ringville M.,	2 8 0
49	6622	Do. F.,	1 15 0
49	7763	Woodstock F.,	2 5 6
43	8084	Urlingford M.,	4 10 0
47	8244	Paulstown M.,	2 10 0
47	9134	Goresbridge F.,	6 10 0
47	10835	Castlecomer Con.,	8 10 0
47	11163	St. John's F.,	2 10 0
47	11164	Do. Inf.,	4 10 0
47	11175	Thomastown Inf.,	6 10 0
47	11312	Paulstown Inf.,	2 10 0
49	11492	Inistioge (2),	1 15 0
47	12085	Kells F.,	2 10 0
49	12476	Slieverue M.,	2 10 0
49	12477	Do. F.,	2 10 0
49	13449	Harristown Mixed,	2 10 0
47	13539	Newtown,	2 3 9
47	13675	Callan Con.,	8 10 0
49	14648	Tullagher,	2 10 0

KING'S COUNTY.

41	812	Clonbullogue M.,	2 10 0
41	813	Do. F.,	2 10 0
41	1426	Edenderry M.,	6 10 0
41	1719	Clonegypowan,	2 10 0
41	1721	Killeigh,	4 10 0
41	4080	Killarine,	2 10 0
41	5158	Brackna M.,	2 2 0
41	5203	Meelaghana,	2 10 0
41	5204	Ballinagar,	2 10 0
36	5913	Frankford Con.,	8 10 0

(a.) Hand and Eye Training and Drawing--continued.

Appendix.

Section II.,

L.

KING'S COUNTY--continued.

District.	Roll No.	Name of School.	Amount of Grant.
			£ s. d.
36	8262	Boher M.,	2 3 9
36	8681	Do. F.,	2 10 0
36	9225	Longford,	2 7 3
41	10515	Trimblestown,	2 10 0
36	10767	Pullock,	2 10 0
41	13118	Clara Con.,	8 10 0
41	14583	St. Bridget's M.,	8 10 0
41	14674	Gorteen,	1 4 6

COUNTY LONGFORD.

28	856	St. Michael's M.,	6 10 0
28	13734	Cashel,	1 2 9
28	13846	Granard Con.,	6 10 0

COUNTY LOUTH.

25	843	Boyetown M.,	2 10 0
25	844	Do. F.,	2 10 0
25	851	Drogheda Presb. Con.,	8 10 0
25	853	Termonfeekin M.,	2 10 0
25	854	Tullyallen,	2 10 0
25	855	Meel (Drogheda),	2 10 0
25	1434	Dynart F.,	2 10 0
25	1576	Cartown,	2 10 0
25	2094	Ardee Mony.,	4 10 0
25	2138	Acflint Mixed,	2 10 0
19	2322	Carlingford M.,	2 10 0
25	2793	Mullabuooy,	2 10 0
25	3407	Aghameen,	1 16 9
25	3630	Dromiskin,	4 10 0
25	3787	Walshstown,	2 10 0
25	4206	Termonfeekin F.,	4 10 0
25	5387	Dundalk Con.,	8 10 0
25	6576	Drocin,	2 10 0
25	9100	Philipstown,	2 10 0
25	10185	Muckrange M.,	2 10 0
25	10465	Tullyallen F.,	2 10 0
25	10475	St. Vincent's M. Junr.,	8 10 0
25	10537	Belpatrick,	1 11 6
25	12799	St. Nicholas M.,	2 9 0
25	12800	Do. F.,	2 3 9
25	13083	Newtown,	2 8 0
25	14069	Dundalgon M.,	2 10 0
25	14070	Do. F.,	2 10 0
25	14252	Callystown M.,	4 10 0
25	14253	Do. F.,	4 10 0

Appendix.
Section II.
L.

(a.) Hand and Eye Training and Drawing—continued.

COUNTY LOUTH—continued.

District.	Roll No.	Name of School.	Amount of Grant.
			£ s. d.
25	15102	Knockbridge,	2 10 0
25	15260	St. Malachy's Inf.,	8 10 0
25	15275	Point-road,	2 10 0
25	15286	Blackrock F.,	2 10 0

COUNTY MEATH.

29	867	Kildalkey M.,	1 15 0
29	880	Moynalty M.,	2 10 0
29	881	Do. F.,	2 10 0
29	883	Navan Con. (1),	8 10 0
29	884	Carlanstown M.,	2 10 0
30	885	Ratoath M.,	2 10 0
30	887	Ashbourne,	2 10 0
29	1309	Stackallen M.,	2 10 0
29	1421	Kilskyre M.,	2 10 0
29	1563	Do. F.,	2 10 0
29	1726	Castletown,	4 10 0
29	1814	Carnisle,	2 10 0
29	3113	Cortown,	2 10 0
29	3115	Bohermeen M.,	2 10 0
29	3554	Do. F.,	2 10 0
29	3922	Stackallen F.,	2 10 0
29	4523	Moyvaugh,	2 10 0
29	4852	Slane F.,	4 10 0
25	5062	Heronstown M.,	2 10 0
29	5281	Gehanstown,	1 18 6
29	6488	Loughcrew,	2 10 0
29	6746	Carlanstown, F.,	2 10 0
41	7252	Castlejordan F.,	4 10 0
29	7940	Carnacross F.,	2 10 0
25	8052	St. Mary's Con.,	8 10 0
29	8091	Ballinalough F.,	2 10 0
29	9238	Do. M.,	2 10 0
29	9380	Ballivor M.,	2 10 0
25	9696	Monknewtown,	2 10 0
29	9759	Rathdrinagh,	2 10 0
29	11039	Kilbeg M.,	2 5 6
29	12488	Oldcastle M.,	6 10 0
29	12493	Dunshaughlin,	2 10 0
29	12780	St. James' F.,	2 10 0
24	12897	Ughtyneill,	2 10 0
29	13285	Boyerstown,	4 10 0
29	13573	Earl of Darnley,	2 10 0
24	14348	Carrickleck,	2 10 0
29	14766	Praine F.,	2 8 0
29	15104	Cannistown,	2 10 0

(a.) Hand and Eye Training and Drawing—continued.

QUEEN'S COUNTY.

Appendix
Section II.,
L.

Dis- trict	Roll No.	Name of School.	Amount of Grant.
			£ s. d.
44	894	Ballyadams,	2 10 0
41	900	Oak,	2 10 0
41	903	Ballyfin,	4 10 0
41	907	Clonaslee,	2 10 0
41	918	Castletown Mony.,	2 10 0
41	922	Mountmellick M.,	6 10 0
41	924	Reary,	2 10 0
41	1157	Rathdowney F.,	6 10 0
41	1178	Clonad,	2 2 0
44	1312	Arles M.,	2 10 0
44	1879	Do. F.,	2 10 0
41	1906	Heath,	2 10 0
44	3256	Rushes,	2 10 0
44	4776	Fairymount M.,	2 10 0
44	4777	Do. F.,	2 10 0
41	5208	Briscoli,	2 10 0
41	6450	Kilbricken,	4 10 0
41	7183	Mountmellick Con.,	8 10 0
41	7636	Cooke-street Mony.,	6 10 0
41	9095	Killanore,	2 10 0
41	8749	Castlecuffe,	2 10 0
44	9137	Ardough,	2 10 0
41	9751	Mountmellick Parl.,	2 10 0
44	11321	Tolerton M.,	4 10 0
44	11331	Bilbo,	1 9 9
41	12231	Rush Hall M.,	2 7 3
41	12371	Knockarue,	4 10 0
41	12979	Ballyroan F.,	2 10 0
41	13343	Cooke-street Con.,	6 10 0
41	13386	Maryboro' Con.,	4 10 0
41	13741	Rath M.,	2 10 0
44	13937	Stradbally Con.,	8 10 0
41	14013	Ballybrittas,	1 13 3
41	14243	Moantrath,	2 9 0
41	14385	Clonsilla,	1 4 6
44	14486	Timahoe F.,	2 8 0
41	15197	Barnashorne,	1 13 3
41	15446	Trummers,	2 10 0

COUNTY WESTMEATH.

33	1314	Coralstown M.,	2 10 0
33	1527	Do. F.,	2 10 0
33	2063	Castle Geoghegan,	2 10 0
33	2937	Cooke F.,	2 10 0
30	4087	Mullingar Parl.,	2 10 0
33	4332	Moate M.,	2 10 0
33	7249	Moyvoughly,	2 10 0
33	8037	Tang M.,	2 10 0
30	8646	Ballinashown M.,	2 10 0
33	9003	Kilkeigh M.,	2 10 0

Appendix.
Section II.
L.

(a.) Hand and Eye Training and Drawing—continued.

COUNTY WESTMEATH—continued.

Dis- trict.	Roll No.	Name of School.	Amount of Grant.
			£ s. d.
33	9430	Kilcumreragh,	2 10 0
35	10850	Northgate-street,	2 10 0
41	12179	Kilhaggan Con.,	8 10 0
35	12904	St. Mary's Mony.,	6 10 0
35	13417	Do. F.,	8 10 0
33	13743	Tyrellapass,	2 10 0
35	13756	St. Mary's Prep.,	6 10 0
33	14363	Kinnegad F.,	4 10 0
35	14661	Athlone,	4 10 0
33	14700	Kilkeigh F.,	2 10 0

COUNTY WEXFORD.

50	945	Rathgarogue M.,	2 10 0
50	959	Montfield,	2 10 0
50	960	Kilmace M.,	2 9 0
50	963	Glynn M.,	2 10 0
49	967	New Ross Con. (1),	8 10 0
48	970	Ballykelly,	2 10 0
50	1123	Mayglass,	2 10 0
50	1316	Galhally,	2 10 0
50	1437	Castlebridge M.,	2 10 0
50	1910	Tomhaggard,	1 10 0
50	1920	Ballycullane M.,	2 10 0
49	2096	Templetown M.,	2 10 0
50	3258	Ballycullane F.,	2 10 0
50	3634	Newtownharry Con.,	6 10 0
50	3754	Cullenstown,	2 8 0
50	3755	Adamstown M.,	2 10 0
50	3756	Do. F.,	2 10 0
50	3902	Ballindaggan,	4 10 0
50	4555	Sion,	2 10 0
50	4602	Glynn, F.,	2 10 0
50	4652	Clongeen M.,	2 10 0
50	4990	Piercestown M.,	2 10 0
50	5015	Clongeen F.,	2 10 0
50	5070	Ballymurn,	2 10 0
50	5145	Taghmon F.,	2 10 0
50	5087	Rathgarogue F.,	2 10 0
50	5919	Bannow,	2 0 0
50	5926	Castlebridge F.,	2 10 0
50	6058	St. Joseph's Con.,	8 10 0
50	6353	Camolin M.,	2 10 0
50	6569	Kilrane,	2 10 0
50	6598	Castledockrall,	2 10 0
50	7037	Blackwater F.,	2 10 0
50	7785	Ennisecrthy Model F.,	2 10 0
50	8221	Templeshannon Con.,	8 10 0
40	8535	Castletown M.,	2 8 0
50	8782	Newhawn,	2 10 0
50	8579	Screen F.,	2 10 0

(a.) Hand and Eye Training and Drawing—continued.

Appendix.
Section II,
L

COUNTY WEXFORD—continued.

District.	Roll No.	Name of School.	Amount of Grant.		
			£	s.	d.
49	9717	Park,	4	10	0
50	10230	Barntown,	4	10	0
50	10780	Ballyoughter,	2	10	0
50	11361	Faythe Con.,	8	10	0
50	11639	Fethard,	1	18	6
49	11951	Killsnane,	2	8	0
50	11995	Loftus Hall,	2	10	0
49	12328	Tullicanna,	2	10	0
50	12372	Michael-street (New Ross),	6	10	0
49	12909	Grange,	1	13	3
49	12610	Rathnaspick,	2	10	0
50	12741	Marshallstown,	2	10	0
50	12925	St. Bridget's M.,	6	10	0
50	13266	Ferns M.,	4	10	0
50	13267	Do. F.,	4	10	0
50	13299	Clonbrain M.,	2	10	0
50	13335	Court,	4	10	0
50	13707	Murrinstown,	2	10	0
50	13795	Boolevogue,	4	10	0
50	13909	Kilnamanagh,	2	10	0
50	14117	Raheen,	4	10	0
50	14130	Taghmon (2),	1	4	6
50	14170	Camolin, F.,	2	10	0
50	14492	Carracloe,	2	10	0
49	14644	St. Joseph's Con.,	8	10	0
49	14755	Ballyhack Con.,	4	10	0
49	14785	Fintona,	1	1	0
50	14900	Gusserane M.,	2	10	0
50	14904	St. Joseph's M.,	2	10	0
50	14905	Do. F.,	2	10	0
50	14909	St. Leonard's,	2	10	0
50	14958	St. Mary's, Rosslare,	2	10	0
50	15167	Gusserane F.,	2	10	0
50	15232	Old Ross,	1	16	9

COUNTY WICKLOW.

40	979	Newbridge M.,	2	10	0
40	987	Wicklow M.,	4	10	0
40	3551	Ballynacarry,	2	10	0
40	4669	Parkbridge,	4	10	0
40	5791	Tinahely,	4	10	0
40	6005	Newcastle,	2	10	0
40	7074	Kilcool,	2	10	0
40	7246	Ravenswell Con.,	8	10	0
40	8480	Wicklow Inst.,	2	10	0
40	10162	St. Michael's Con.,	4	10	0
40	10418	Wicklow Con.,	4	10	0
40	11649	Nun's Cross,	2	10	0
40	11678	Bray Bridge M.,	2	10	0

Appendix.
Section II.
L.

(a.) Hand and Eye Training and Drawing—continued.
COUNTY WICKLOW—continued.

District	Roll No.	Name of School	Amount of Grant
			£ s. d.
44	11953	Fort Granite,	1 6 3
40	12167	Kirakoe,	2 10 0
40	12206	Glenealy,	1 8 0
40	13506	Rathnew,	4 10 0
40	13932	Arklow Con.,	8 10 0
40	14028	Ferrybank,	4 10 0
44	14269	Dunkavin (2),	2 10 0
40	14615	Ballygreen,	2 10 0
40	14829	Redcross,	2 10 0
44	14835	Stratford Lodge,	1 8 0
44	14879	Kilranalagh,	1 11 6
40	14994	St. Patrick's,	8 10 0
40	15004	Mount Kennedy,	2 3 9
40	15322	Threemilewater,	1 6 3

COUNTY GALWAY.

34	1013	Rahoon Con.,	8 10 0
34a	4506	Oranmore,	1 18 6
34a	6212	Galway Model M.,	2 10 0
34a	6213	Do. F.,	2 10 0
35	7980	Fahenagh,	2 10 0
34	9079	Barna M.,	2 10 0
35	10863	Clonbrock M.,	2 10 0
34	11356	Derryneen,	2 10 0
35	11593	Mount Pleasant,	2 3 9
34	11722	Gurrane F.,	1 18 6
35	11975	Abbscragh,	2 10 0
35	12731	Eyreccourt F.,	2 10 0
34a	12955	Lackagh F.,	2 0 0
34	13076	Doonloughan,	2 10 0
35	14377	Kilconnell M.,	2 10 0
35	14378	Do. F.,	2 10 0
35	14423	Aughrim M.,	2 10 0
35	14424	Do. F.,	2 10 0
42	14642	Ballyglass,	2 10 0
34	14712	Clonbur M.,	1 0 0
35	15027	Eglis,	4 10 0

COUNTY LEITRIM.

13	2364	Killyclogher F.,	2 10 0
5	4390	Glenaniff,	4 10 0
13	5212	Edenville,	2 10 0
5	5294	Askill,	1 13 3
31	5684	Killegar,	2 10 0
5	5841	Boyanagh,	1 18 6
31	14057	Drumena M.,	1 0 0
31	14058	Do. F.,	1 0 0
31	14898	Drumcels M.,	2 10 0

(a.) Hand and Eye Training and Drawing—continued.

Appendix.
Section II.,
L.

COUNTY MAYO.

District.	Roll No.	Name of School.	Amount of Grant.
			£ s. d.
20	1750	Ballina M.,	8 10 0
20	5215	Do. Con.,	6 10 0
20	9040	Newtown White,	1 16 9
21	9239	Tungesh,	2 10 0
20	12961	Ballina Con. Inf.,	8 10 0
20	14258	Kilmore Erris,	4 10 0
26	14358	Christ Church,	2 10 0

COUNTY ROSCOMMON.

22	6298	Callow M.,	2 9 0
22	6299	Do. F.,	2 0 3
22	6082	Greaghacarra,	4 10 0
22	7287	Bridge Cartron M.,	2 5 6
35	7722	St. Peter's Con. (Athlone),	8 10 0
22	7853	Dangan F.,	2 10 0
22	8876	Knockree,	2 10 0
25	9217	Cloonskilla,	4 10 0
22	10334	Bella M.,	2 10 0
22	10335	Do. F.,	2 10 0
27	11242	Don M.,	4 10 0
22	11414	Ardara,	2 10 0
27	11905	Castleroa (2),	2 2 0
35	11948	Cloonsfad,	4 10 0
35	12754	St. Joseph's Con.,	8 10 0
22	12778	Tawnytasikin,	2 10 0
22	12959	Corrigeenroe M.,	2 10 0
22	12960	Do. F.,	2 10 0
22	13114	Cloonsmaguane,	2 5 6
22	13979	Ballynaron F.,	4 10 0
22	14025	Ballinamoon M.,	4 10 0
22	14926	Do. F.,	4 10 0
22	15012	Killycraigh M.,	1 13 3
22	15013	Do. F.,	1 16 9
22	15043	Abbeytown Con.,	8 10 0
22	15086	St. Joseph's Mon.,	4 10 0
22	15086	Do.	4 0 0
			(Suppl.)
22	15091	Cloonsfad,	2 10 0

COUNTY SLIGO

22	1097	Greyfort,	2 7 0
22	1414	Gurtslough F.,	2 10 0
21	2996	Tubbercurry Con. F.,	2 10 0
22	8013	Coolhack,	2 8 0
12	8206	Sligo Model M.,	4 10 0
12	8207	Do. F.,	4 10 0
12	8208	Do. Inf.,	2 10 0

Appendix.
Section II,
L.

(a.) Hand and Eye Training and Drawing—continued.

COUNTY SLIGO—continued.

District.	Roll No.	Name of School.	Amount of Grant.
			£ s. d.
22	9466	Cloonagh,	2 10 0
22	9580	Ballinacred M.,	2 3 9
22	10844	Cloghogue,	2 0 3
21	11460	Tabbercurry Con. Inf.,	4 10 0
12	11760	Ballynoddare (2),	1 18 6
12	11779	Collooney,	2 10 0
22	12767	Clooneo M.,	2 3 9
22	13630	Annagh,	2 5 6
22	14527	Keash,	2 10 0
12	15374	St. Vincent's Con.,	6 10 0
12	15384	Leyny,	2 2 0

APPENDIX L.—EQUIPMENT GRANTS

Made during Financial Year ended 31st March, 1903.

(b.) Elementary Science and Object Lessons.

COUNTY ANTRIM.

District.	Roll No.	Name of School.	Amount of Grant.
			£ s. d.
3	23	Cloughcorr,	7 10 0
8a	25	Carnmoney (2),	7 10 0
8a	83	Toreagh,	7 10 0
8	1979	Crumlin,	7 10 0
4	2014	Mullindroon,	7 10 0
4	2572	Cullybackey M.,	9 0 0
9	2/21	Eliza-street,	10 0 0
3	3023	Sineral,	7 10 0
8a	3531	Larne and Inver,	10 0 0
4	3592	Guy's M.,	9 0 0
8	4224	Lisburn Con.,	10 0 0
4	5021	Ballymena Mod. M.,	7 10 0
8	5817	Conway-street,	7 10 0
8	5817	Do.	1 10 0
			(Suppl.)
3	6219	Drumadoc,	7 10 0
3	6737	Ballymoney Mod. M.,	7 10 0
3	6738	Do. F.,	7 10 0
8a	6855	Larne (2),	7 10 0
3	6856	Stranocum,	7 10 0
8a	6963	Belfast Mod. M.,	10 0 0
17	7084	Cabragh,	7 10 0
3	7095	Mark-street,	9 0 0
8a	7262	Milford-street F.,	10 0 0
9	7632	Hutchinson-street (2),	9 0 0
8a	7753	Carriekfergus Mod. M.,	9 0 0
9	8056	St. Malachy's Con.,	10 0 0
8a	8842	Ballymoney (2),	7 10 0
8	8890	Duncairn (F.),	9 0 0
3	8915	Moyraig,	5 0 0
3	9270	Armoyle (1),	7 10 0
8a	9403	Ashmore-street,	9 0 0
8a	9776	St. George's,	7 10 0
3	9982	Garryduff,	7 10 0
9	10142	Montgomery,	6 0 0
9	10142	Do.,	3 0 0
			(Suppl.)
3	10291	Vow,	7 10 0
8	10397	Argyle-place,	10 0 0
8	10566	St. Catherine's,	10 0 0
8	10596	St. Paul's M.,	10 0 0
8	10619	Currie F.,	10 0 0
9	10737	Blackstaff-road,	9 0 0
9	10921	Upper Dervock,	7 10 0
9	11703	St. Andrew's M.,	7 10 0
9	11704	Do. F.,	7 10 0
4	12148	Ramona,	7 10 0
8a	12211	Grosvener-road,	10 0 0
9	12213	Currie (2) M.,	7 10 0
3	12260	Church-street,	9 0 0
8	12418	St. Mary's,	10 0 0

Appendix.
Section II.,
L.

(b.) Elementary Science and Object Lessons—continued.

COUNTY ANTRIM—continued.

District.	Roll No.	Name of School.	Amount of Grant.
			£ s. d.
8	12758	Saugville,	9 0 0
8	12838	Edenderry M.,	7 10 0
8	12839	Mariners' Church (1),	1 10 0
9	12962	Fountainville,	7 10 0
8	13269	Seymour-street,	10 0 0
9a	13329	Agnes-street Mixed,	10 0 0
8	13484	Do., Central,	10 0 0
3	13589	Causeway,	7 10 0
9	13723	St. Stephen's M.,	7 10 0
4	13785	Tullynamullen,	10 0 0
8	13843	Star of the Sea Con.,	10 0 0
8	13888	Mariners' Church (2),	1 10 0 (Suppl.)
9	14092	Magdalene,	9 0 0
9	14155	All Saints,	10 0 0
3	14499	Ballyveely,	7 10 0
8	14504	Perth-street,	9 0 0
4	14541	Conner and Kella,	7 10 0
9	14574	Malone,	5 0 0 (Suppl.)
8	14885	St. Barnabas,	10 0 0
8	14892	Crumlin-road,	9 0 0
9a	14905	St. Saviour's Secr.,	10 0 0
3	14977	Ballintoy Parl.,	7 10 0
8	15061	Mayo-street,	10 0 0
8	15064	Macrory Memorial,	7 10 0
8	15084	Antrim-road,	9 0 0

COUNTY ARMAGH.

40	120	Robinstown M.,	7 10 0
19	1229	Meighfener M.,	7 10 0
18	4022	Middletown M.,	5 0 0
19	4139	Jonesboro' F.,	7 10 0
25	4414	Crossmaglen M.,	7 10 0
25	4415	Do. F.,	7 10 0
25	5097	Ballinaclosha,	7 10 0
25	5172	Annamar,	7 10 0
19	6236	Bessbrook,	7 10 0
19	7391	Dromantee M.,	7 10 0
25	8272	Glassdrummond M.,	7 10 0
11	8344	Portadown Mixed,	9 0 0
11	8540	Lurgan Mod. M.,	9 0 0
15	9272	Tartaraghan (1),	7 10 0
19	9420	Meighfener F.,	7 10 0
11	11149	Seagoe,	7 10 0
11	13423	Hill-street,	7 10 0
11	13423	Do.,	1 10 0 (Suppl.)
19	13457	Lower Adavoele,	7 10 0
11	13490	Edenderry,	10 0 0
11	13516	Academy,	9 0 0

(b.) Elementary Science and Object Lessons—continued.

Appendix.
Section II.,
L.

COUNTY ARMAQH—continued.

District	Roll No.	Name of School.	Amount of Grant.
			£ s. d.
15	14962	Cope,	2 10 0
25	15130	Silverbridge M.,	7 10 0
25	15131	Do. F.,	7 10 0
25	15414	Clonsilla,	7 10 0

COUNTY CAVAN.

23	12108	Killoughter,	5 0 0
24	13440	Cahra,	7 10 0
24	14320	Corles M.,	5 0 0
24	14764	Kingscourt F.,	7 10 0
23	15120	Killyconnen M.,	7 10 0

COUNTY DONEGAL.

2	1595	Tochan,	7 10 0
1	3310	Knockhrack,	5 0 0
2	5579	Newtowncunningham, . . .	7 10 0
1	6583	Churchill,	5 0 0
2	6806	St. Johnston,	7 10 0
1	8092	Templelongas F.,	5 0 0
2	8104	Castletown,	7 10 0
1	8343	Letterkenny (2),	9 0 0
1	8614	Drumkeen,	7 10 0
1	8786	Rashedoge,	5 0 0
1	9128	Aghygnalt,	5 0 0
1	10424	Letterkenny,	7 10 0
1	12376	Letterkenny Robertson, . .	7 10 0
1	12851	Drumlodge,	5 0 0
2	13395	Glencrow,	2 10 0
		(Suppl.)	
5	13985	Ballysaggart,	7 10 0
2	14353	Movill,	7 10 0
1	14457	Lossett,	5 0 0
1	14628	Letterkenny Mony.,	9 0 0

COUNTY DOWN.

17	1246	Annshoro' M.,	7 10 0
9a	1551	Crossmacreevy,	7 10 0
17	3171	Drumaghla,	1 17 6
		(Suppl.)	
10	4290	Dundonald M.,	7 10 0
10	4684	Comber,	9 0 0
17	5178	Gransha,	7 10 0
19	5450	Warrenpoint M.,	7 10 0

Appendix.
Section II.,
L.

(b.) Elementary Science and Object Lessons—continued.

COUNTY DOWN—continued.

District.	Roll No.	Name of School.	Amount of Grant.
			£ s. d.
19	5624	Newry Model M.,	9 0 0
19	5741	Clontarfleece,	7 10 0
47	7053	Knocktopher,	9 0 0
19	7919	Glassdrummond,	7 10 0
10	8886	Hollywood F. (Sullivan),	7 10 0
9	11120	Ballylesson,	7 10 0
19	11224	Ballykesla,	7 10 0
9	11637	Celcavey,	7 10 0
10	11683	Millisle,	7 10 0
10	11784	Grovefield,	9 0 0
10	12311	Saunders-street,	9 0 0
9	12429	Ballynafiegh,	9 0 0
17	12900	Katesbridge,	7 10 0
10	13798	Mountstewart,	9 0 0
10	14551	Lagan Village,	7 10 0
10	14612	Ravenscroft,	10 0 0
19	14678	Moneygarragh,	7 10 0
10	14947	Lodley Senior,	9 0 0
10	15089	Ravenhill-road,	7 10 0
10	15096	Roslyn-street,	9 0 0
10	15136	Killybegh,	7 10 0
9	15200	Rosario F.,	6 15 0
10	15415	Lemond-avenue,	9 0 0

COUNTY FERMANAGH.

13	1742	Lisled,	7 10 0
13	2865	Coa,	7 10 0
13	3145	Inmarue,	5 0 0
13	3207	Grove,	5 0 0
13	3494	Garrison,	7 10 0
13	4423	Carrowkeel,	5 0 0
13	4717	Lisnakea,	5 0 0
13	9071	Enniskillen Model M.,	7 10 0
13	9072	Do. F.,	7 10 0
13	9913	Tempo (1),	7 10 0
13	10448	Moyglass,	7 10 0
13	10467	Clabby,	7 10 0
13	10510	Knockarravan,	5 0 0
13	11031	Ballyreagh,	5 0 0
13	11233	Moat,	7 10 0
13	11257	Innisrocks,	5 0 0
13	11536	Church Hill,	7 10 0
13	11592	Derryherney,	7 10 0
13	11702	Moybane,	7 10 0
13	12019	Countess of Erne,	5 0 0
13	12044	Maguire's Bridge,	7 10 0
14	12060	Coolanees,	7 10 0
14	12299	Irvinestown M.,	7 10 0
13	12332	Knocknashangan,	7 10 0
13	12377	Derrygonnelly Mill,	7 10 0

(b) Elementary Science and Object Lessons—continued.

Appendix.

Section II.

I.

COUNTY FERMANAGH—continued.

District.	Roll No.	Name of School.	Amount of Grant.
			£ s. d.
12	12420	St. Michael's,	9 0 0
12	12464	Derrykeighan,	7 10 0
12	12657	Lisbellaw F.,	5 0 0
10	12660	Littlemount,	7 10 0
12	12725	Lisbellaw M.,	6 0 0
12	13401	Enniskillen Convent,	10 0 0
12	13466	Mulnaaska,	7 10 0
12	13669	Drumlane,	6 0 0
12	13737	Florence Court,	7 10 0
12	14931	St. Molaise's,	5 0 0
12	15235	Lisnaska (2),	7 10 0
12	16238	Magheracross,	7 10 0
12	16439	Moughley,	7 10 0

COUNTY LONDONDERRY.

2a	1169	Ballynarrig,	5 0 0
2a	1160	Carrymens,	6 0 0
3	2698	Ballyrashane,	7 10 0
3	2603	Ringsend,	7 10 0
7	2692	Moneydig,	7 10 0
2a	2950	Main-street (Limavady),	7 10 0
2	3869	Kiltinny,	6 0 0
2	4143	Crossroads,	5 0 0
2	4143	Do.,	2 10 0
			(Suppl.)
7	4191	Drumcen,	7 10 0
3	6618	Cotteraine Model M.,	7 10 0
3	6619	Do. F.,	7 10 0
6	6827	Garvagh,	7 10 0
2a	7690	Londonderry Model M.,	10 0 0
2a	7691	Do. F.,	9 0 0
2a	7889	Glendermot,	6 0 0
3	8325	Killeague,	7 10 0
3	8327	Mullahineh,	5 0 0
3	8631	Articlave,	7 10 0
3	10044	Oranagh Hill,	7 10 0
2	10439	Bennett-street,	9 0 0
3	11645	Drogheda,	6 0 0
3	12006	Agherton,	7 10 0
7	12186	Hall-street,	7 10 0
7	12636	Anahorish M.,	7 10 0
3	12488	St. Malachy's M.,	7 10 0
3	12489	Do. F.,	7 10 0
3	13518	Richardson Memorial,	7 10 0
2	14318	First Derry Male,	7 10 0
3	16247	Port Stewart,	7 10 0
2a	16620	Elrington,	9 0 0

Appendix.
Section II.,
L.

(b.) Elementary Science and Object Lessons—continued.

COUNTY MONAGHAN.

District	Roll No.	Name of School.	Amount of Grant.
			£ s. d.
18	4243	Castleblayney M.	7 10 0
24	5617	Carrickmacross Indl.	7 10 0
18	7761	Monaghan Model M.	7 10 0
18	8306	Clones Parish	7 10 0
24	8824	Ballynagarn	7 10 0
24	10695	Maghera,	5 0 0
24	10726	Lossetta,	7 10 0
25	11100	Magoney,	7 10 0
18	12378	Hall-street,	9 0 0
25	13396	Enniskeen,	7 10 0
24	14072	Drumcossat,	7 10 0
24	15143	Lisdoonan,	7 10 0
24	15329	Carrickmacross Convent,	10 0 0

COUNTY TYRONE.

14	426	Pomeroy M.,	5 0 0
14	10237	Corryglass,	7 10 0
14	10932	Ballygawley (2),	7 10 0
6	11830	Castlederg F.,	7 10 0
15	12443	Oldtown M.,	7 10 0
14	14264	Tullyvar,	7 10 0
15	14858	St. Patrick's Convent,	10 0 0
6	14874	Castlederg M.,	7 10 0

COUNTY CLARE.

45	10309	Maghera,	7 10 0
45	10568	Querrin,	7 10 0
45	13826	Lacken, M.,	0 0 0
45	14686	Gortglass,	7 10 0
45	15042	Ennis M.,	9 0 0
45	15301	Kildyuart M.,	7 10 0
45	15327	Cahirmurphy,	7 10 0
42	15370	Killaloe M.,	9 0 0
45	15161	Harmony Hall,	7 10 0

COUNTY CORK.

48	466	Clonpriest M.,	7 10 0
60	529	Myrtleville,	7 0 0
56	1269	Blarney Old M.,	7 10 0
52	1271	Kilbolane M.,	7 10 0
53	1273	Charleville M.,	9 0 0
56	1692	Firmount M.,	7 10 0

(b.) Elementary Science and Object Lessons—continued.

Appendix.
Section II.,
L.

COUNTY CORK—continued.

District	Roll No.	Name of School.	Amount of Grant.
			£ s. d.
58	1874	Kilworth M.,	7 10 0
60	1949	Innishannon M.,	7 10 0
60	3823	Ballincollig,	7 10 0
61	4058	Clonpriest F.,	7 10 0
60a	4250	Ballintemple,	7 10 0
56	4453	Gortroe M.,	7 10 0
52	5093	Newtown Ballyhea M.,	7 10 0
48	5258	Killeagh F.,	7 10 0
59	5636	Dunmanway Model M.,	7 10 0
60a	5708	Upper Glanmire M.,	7 10 0
52	6069	Caher Mixed,	7 10 0
43	6137	Glonsault M.,	5 0 0
52	6403	Gulladoo,	7 10 0
60	8231	St. Nicholas F.,	7 10 0
56	8393	Rathdaff,	7 10 0
48	8696	Killeagh M.,	7 10 0
60a	8951	Cork Model M.,	9 0 0
60a	8952	Do. F.,	7 10 0
59	9067	Rathbarry M.,	7 10 0
60	9336	Summerhill,	7 10 0
60a	9563	St. Michael's,	7 10 0
52	9815	Tallalease M.,	7 10 0
59	10037	Ardfield M.,	9 0 0
55	10047	Macroon Convent,	10 0 0
60	10073	Queen-street (Cork),	7 10 0
55	10471	Coolavokig,	7 10 0
56	10523	Fermoy Adair,	7 10 0
60	10605	St. Finbar's,	7 10 0
60a	10643	Monkstown,	7 10 0
48	11106	Corkbeg,	5 0 0
59	11283	Bealad M.,	7 10 0
60a	11462	Glanmire Upper F.,	7 10 0
61	11997	SS. Peter and Paul's F.,	10 0 0
60a	12189	Glenbrooke,	5 0 0
60	12204	Ballinlough F.,	7 10 0
60	12263	Goggin's Hill M.,	5 0 0
48	12281	Walterstown M.,	5 0 0
50	12380	Ballymodan F.,	7 10 0
55	12505	Kilbarry M.,	7 10 0
56	12519	Mallow Mon.,	10 0 0
60a	12676	Clogheen M.,	7 10 0
58	12685	Rosnacahara M.,	5 0 0
56	12700	Grange (2),	7 10 0
60	12857	Newcestown M.,	7 10 0
60	12921	Riharoon,	5 0 0
58	12976	Derrinocrin,	7 10 0
60a	13512	Carrigaline M.,	7 10 0
48	13647	Castlemartyr M.,	7 10 0
60	13648	St. Luke's M.,	7 10 0
60	13652	Do. F.,	7 10 0
60a	13663	Lower Glanmire M.,	7 10 0
60a	13664	Do. F.,	5 0 0
60	13713	Blackpool F.,	10 0 0
60a	13747	Riverstown M.,	7 10 0

Appendix,
Section II,
L.

(b.) Elementary Science and Object Lessons—continued.

COUNTY CORK—continued.

District.	Roll No.	Name of School.	Amount of Grant.
			£ s. d.
60a	13889	Sbanbally,	7 10 0
60	13930	Greencoat Hospital,	7 10 0
60	14081	Central District F.,	7 10 0
61	14403	St. John's Mon.,	10 0 0
59	14433	Abbeystewry,	7 10 0
59	14602	Coppeen M.,	7 10 0
60a	14710	Ringaskiddy M.,	7 10 0
60a	14711	Do. F.,	7 10 0
60	14912	Glasheen F.,	7 10 0
55	14993	Renaninree,	9 0 0
56	15010	Blarney Colthurst M.,	7 10 0
59	15059	Baltimore Fish. Indl.,	9 0 0
58	15187	Rosoka,	5 0 0
58	15410	Kilcrobane M.,	7 10 0
59	15440	Longb Inc F.,	7 10 0

COUNTY KERRY.

39	542	Killury M.,	7 10 0
54	545	Tralee F. (1),	10 0 0
54	1139	Blennerville,	7 10 0
57	1199	Cullina M.,	7 10 0
57	2979	Clashnagarrane M. (2),	2 10 0
		(Suppl.)	
54	4461	O'Dorney M.,	7 10 0
57	4762	Glenbeigh M.,	9 0 0
54	5169	Castlemaine M.,	7 10 0
54	5170	Do. F.,	9 0 0
39	5382	Killymn,	7 10 0
57	5735	Keeenabrack M.,	7 10 0
39	7735	Killaban,	7 10 0
57	7887	Knightstown M.,	5 0 0
54	7990	Ballyfinane M.,	7 10 0
54	11084	Tralee,	5 0 0
57	11363	Anahle M.,	2 10 0
		(Suppl.)	
57	11364	Do. F.,	2 10 0
		(Suppl.)	
39	12410	Ballinacloyher M.,	7 10 0
39	12462	Cappagh M.,	5 0 0
39	12463	Do. F.,	5 0 0
54	13167	Ardahan M.,	7 10 0
54	13530	Moyderwell Convent,	10 0 0
54	13615	Tralee Convent (2),	9 0 0
57	14509	Gortbee,	7 10 0
54	14767	Aughnacashla,	10 0 0

(b.) Elementary Science and Object Lessons—continued.

Appendix.
Section II,
L.

COUNTY LIMERICK.

District	Roll No.	Name of School.	Amount of Grant.		
			£	s.	d.
51	570	SS. Mary and Munchin's,	10	0	0
52	1282	Rathkeale (1) M.,	9	0	0
46	5195	Knockainey M.,	7	10	0
51	5547	Sexton-street Convent,	10	0	0
52	6569	St. Anne's Convent,	10	0	0
51	6970	Limerick Model M.,	7	10	0
51	8071	Do. F.,	7	10	0
46	9915	Martinstown M.,	7	10	0
46	10991	Garrydoon M.,	7	10	0
52	12912	Drumcollogher M.,	7	10	0
46	14231	Nicker M.,	9	0	0

COUNTY TIPPERARY.

43	13210	Ballingarry M.,	7	10	0
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COUNTY WATERFORD.

49	619	Ballygunner,	7	10	0
49	635	Newtown,	5	0	0
49	1830	Mulnahorna,	7	10	0
53	1857	Clonea Male,	7	10	0
48	1936	Cappoquin,	7	10	0
49	2751	Ballylaneen,	5	0	0
53	4134	Coomasmeear M.,	7	10	0
49	4638	Danhill M.,	7	10	0
49	4858	Finor M.,	7	10	0
48	5548	Ballymacart M.,	7	10	0
48	6388	Do. F.,	7	10	0
49	6621	Ringville M.,	5	0	0
49	6974	Waterford Model M.,	7	10	0
49	6975	Do. F.,	7	10	0
49	7225	Mayfield,	7	10	0
53	8132	Tournaneena M.,	7	10	0
53	8133	Do. F.,	7	10	0
48	9889	Modeligo M.,	7	10	0
49	11461	Dungarvan Convent,	9	0	0
49	11614	Faithlegg M.,	7	10	0
53	11969	Carrickbeg M.,	7	10	0
49	12007	Ferrybank Convent,	9	0	0
49	12087	Dungarvan (2) Convent,	7	10	0
49	13602	Quay,	5	0	0
49	13635	Ballyduff M.,	7	10	0
49	13901	Clonegam,	5	0	0
49	14679	Butlerstown M.,	7	10	0
49	15295	St. Alphonsus Convent,	1	10	0
49	15388	Tramore,	(Suppl.) 5	0	0

Appendix.
Section II.,
L.

(b.) Elementary Science and Object Lessons—continued.

COUNTY CARLOW.

District.	Roll No.	Name of School.	Amount of Grant.
			£ s. d.
49	674	Rathvilly M.	7 10 0
49	15403	Drummond M.	5 0 0
49	15403	Do.	2 10 0

COUNTY DUBLIN.

30	687	Baldoye M.	7 10 0
30a	714	Lucan M.	7 10 0
40a	729	Loretto Convent	9 0 0
37	737	St. Catherine's M.	10 0 0
37	739	Harold's Cross M.	9 0 0
30a	752	Central Model M.	10 0 0
30a	753	Do. F.	10 0 0
30	1149	King's Inn-street Con.	10 0 0
40a	1167	Dundrum M.	7 10 0
40	1168	Do. F.	9 0 0
37	1839	St. Audcon's M.	9 0 0
40	1984	St. John the Baptist	9 0 0
30	3007	St. Michan's M.	9 0 0
30	3712	Malahide F.	7 10 0
30	4660	Portrane M.	7 10 0
40	4992	Glasnevin Model	7 10 0
30	5999	Malahide M.	7 10 0
40	5640	West Dublin Model M.	10 0 0
40	5641	Do. F.	7 10 0
30	6495	St. Francis Xavier's	9 0 0
30	6664	Denmark-street M. (1)	7 10 0
40	6978	Inchicore Model M.	9 0 0
30	7339	St. Columbkille's Prep.	7 10 0
37	7546	Goldenbridge Con.	10 0 0
43	8522	Irishtown M.	7 10 0
30a	9642	Burrow	7 10 0
30	9705	St. Patrick's F.	9 0 0
30	10139	Denmark-street (2)	10 0 0
37	11525	St. Patrick's	9 0 0
30	11583	St. Andrew's	7 10 0
37	12755	Kildare-place M.	9 0 0
37	12756	Do. F.	10 0 0
30	12916	St. Joseph's F.	7 10 0
40a	13086	St. Mary's M.	10 0 0
30a	13169	Raheny (2)	7 10 0
30	13272	North Strand M.	7 10 0
37	13694	St. Peter's M.	9 0 0
30	13815	Hewth-road M.	5 0 0
30	13815	Do.	2 10 0
		(Suppl.)	
30	13816	Do. F.	7 10 0
30	13935	St. Peter's F.	10 0 0
30	14010	St. Columbkille's Senr. F.	7 10 0
37	14043	St. Catherine's West	7 10 0
30	14084	Finglas M.	7 10 0
40	14586	Blackrock Con.	10 0 0

(b.) Elementary Science and Object Lessons—continued.

Appendix.
Section II.,
L.

COUNTY DUBLIN—continued.

District	Roll No.	Name of School.	Amount of Grant.
			£ s. d.
39	14630	Greenlanes	7 10 0
37	14768	St. Patrick's (2)	7 10 0
37	14769	Do. (3)	7 10 0
40	14771	Christ Church	7 10 0
37	14880	Mount Jerome	7 10 0
30	15087	York-street	7 10 0
30	15315	Balbriggan M.	5 0 0
49	15618	Sandford Mixed	7 10 0

COUNTY KILDARE.

37	786	Staplestown M.,	7 10 0
30	2344	Leixlip M.,	7 10 0
37	10829	Kilmeague,	5 0 0
44	12747	Kildare Mon.,	9 0 0
37	12998	Timahoe,	7 10 0

COUNTY KILKENNY.

49	792	Dunkitt M.,	7 10 0
49	1840	Rosberon M.,	5 0 0
47	6081	Kilkenny Model Mixed,	7 10 0
49	12476	Slieverue M.,	7 10 0
47	13265	St. Patrick's M.,	7 10 0
49	13449	Harristown M.,	7 10 0
49	15160	Rower M.,	7 10 0
49	15161	Do. P.,	7 10 0

KING'S COUNTY.

41	1426	Edenderry M.,	9 0 0
36	7949	Parsonstown Model M.,	7 10 0
37	8262	Boher M.,	5 0 0
36	8681	Do. F.,	7 10 0
36	9225	Longford,	5 0 0
41	10853	Charleville,	7 10 0
36	13060	Bloom Hill,	7 10 0
36	14222	St. Managhan's,	7 10 0

COUNTY LONGFORD.

28	856	St. Michael's M.,	9 0 0
28	7739	Carriekboy,	5 0 0
28	14472	Ennybegs,	7 10 0

Appendix.
Section II,
L.

(b.) Elementary Science and Object Lessons—continued.

COUNTY LOUTH.

District.	Roll No.	Name of School.	Amount of Grant.
			£ s. d.
25	851	Drogheda Convent,	10 0 0
25	1575	Ballinfull M.,	7 10 0
25	2081	Kilcurry M.,	7 10 0
25	2094	Ardee Monastery,	9 0 0
25	2138	Acilint Mixed,	7 10 0
19	2322	Carlingford M.,	7 10 0
25	2746	Tallanstown F.,	7 10 0
25	5387	Dundalk Con.,	10 0 0
25	7177	Kilcurry F.,	7 10 0
25	9475	Kilcurley,	7 10 0
30	10185	Muchgrange M.,	7 10 0
25	12366	Shelagh M.,	7 10 0
25	12367	Do. F.,	7 10 0
25	12799	St. Nicholas M.,	5 0 0
19	13582	Carlingford F.,	7 10 0
25	14069	Dundalgon M.,	7 10 0
25	14070	Do. F.,	7 10 0
25	14327	Faughart,	7 10 0
25	14540	Courthase,	7 10 0
25	14641	Castletown-road Mon.,	10 0 0
25	14651	Castletown Convent,	9 0 0
25	15239	St. Malachy's F.,	9 0 0
25	15275	Point-road,	7 10 0

COUNTY MEATH.

30	1494	Dunboyne F.,	7 10 0
29	5630	Trim Model M.,	9 0 0
29	10379	Heronstown F.,	7 10 0
25	10950	Donacorney,	7 10 0
29	12493	Dunshaughlin F.,	7 10 0
24	14348	Carriackleck,	7 10 0

QUEEN'S COUNTY.

44	1157	Rathdowney F.,	7 10 0
41	13741	Rath M.,	7 10 0

COUNTY WESTMEATH.

33	4332	Moate M.,	7 10 0
33	6283	Ballinagore,	2 10 0
			(Suppl.)
33	7249	Moyvoughly,	7 10 0
33	7443	Ballymone M.,	7 10 0
33	8037	Tang,	7 10 0

(b.) Elementary Science and Object Lessons—*continue* 1.

Appendix.

Section II.

L.

COUNTY WESTMEATH—*continued*

Dis- trib.	Roll No.	Name of School.	Amount of Grants.
			£ s. d.
26	8546	Ballinashown M.,	7 10 0
32	9003	Kilclesh,	7 10 0
35	10850	Northgate-street,	7 10 0
35	12904	St. Mary's Mon.,	9 0 0
35	13417	St. Mary's F.,	7 10 0
33	13571	Drumraney M.,	5 0 0
33	13571	Do.,	2 10 0
			(Suppl.)
33	13572	Do. F.,	5 0 0
33	13572	Do.,	2 10 0
			(Suppl.)
33	14742	Kilclesh (2),	7 10 0

COUNTY WEXFORD.

50	945	Rathgarogue M.,	7 10 0
50	960	Kilmore M.,	5 0 0
50	963	Glynn M.,	7 10 0
50	965	Mulrankin,	7 10 0
49	967	New Ross Convent (1),	10 0 0
49	970	Ballykelly,	7 10 0
50	1123	Mayglass,	7 10 0
50	1908	Tacumshane,	5 0 0
50	1910	Tomhaggard,	7 10 0
50	1920	Ballycullane M.,	7 10 0
48	2096	Templetown M.,	7 10 0
50	3258	Ballycullane F.,	7 10 0
50	3634	Newtownbarry Con.,	9 0 0
50	3755	Adamstown M.,	7 10 0
50	3756	Do. F.,	7 10 0
50	3824	Gorey Convent,	10 0 0
50	4555	Sion,	7 10 0
50	4602	Glynn F.,	7 10 0
50	4652	Clongeen M.,	7 10 0
50	4990	Piercestown M.,	7 10 0
50	5015	Clongeen F.,	7 10 0
50	5034	Hilltown,	7 10 0
50	5687	Rathgarogue F.,	7 10 0
50	5919	Bannow,	7 10 0
50	5926	Castlebridge F.,	7 10 0
50	5990	Taggart M.,	5 0 0
50	6038	Ennisecourthy Con.,	10 0 0
50	6353	Camolin M.,	7 10 0
50	6559	Kilrane,	7 10 0
50	6598	Castledockrell,	7 10 0
50	6624	Kilturk Convent,	7 10 0
50	7036	Blackwater M.,	7 10 0
50	7062	Lady's Island,	7 10 0
50	7784	Ennisecourthy Model M.,	5 0 0
50	7785	Do. F.,	7 10 0
50	8221	Templeshannon Con.,	10 0 0
50	8690	Piercestown F.,	5 0 0

Appendix.
Section II,
L.

(b.) Elementary Science and Object Lessons—continued.

COUNTY WEXFORD—continued.

District.	Roll No.	Name of School.	Amount of Grant.
			£ s. d.
50	8782	Newbawn,	7 10 0
50	9579	Scream F.	7 10 0
50	9683	Davidstown	7 10 0
49	9717	Park	7 10 0
50	10230	Barnstown	7 10 0
49	11659	Pethard	5 0 0
50	11986	Summerhill	9 0 0
49	11995	Loftus Hall	7 10 0
49	12372	Michael-street	7 10 0
50	12524	Wexford	7 10 0
50	12609	Grange	5 0 0
50	12610	Rathnaspeck	5 0 0
49	12830	Horeswood M.	7 10 0
50	12925	St. Bridget's M.	9 0 0
50	13266	Ferna M.	7 10 0
50	13299	Glanhrain M.	7 10 0
50	13707	Murvintown	7 10 0
50	13999	Kilnemanagh	7 10 0
50	14117	Raheen	7 10 0
50	14130	Taghmach (2)	5 0 0
50	14170	Camolin F.	7 10 0
50	14255	Duncastle F.	7 10 0
50	14492	Curracloe	7 10 0
50	14668	Ballaghkeene	7 10 0
49	14755	Ballyhack Con.	7 10 0
49	14785	Fintern	5 0 0
50	14900	Gusserane	7 10 0
50	14909	St. Leonard's	7 10 0
50	14958	St. Mary's	5 0 0
49	14999	Ferrybank M.	9 0 0
50	15282	Old Ross	5 0 0
49	15360	St. Aloysius Mon.	7 10 0

COUNTY WICKLOW.

40	975	Bray M.	10 0 0
40	4669	Parkridge	7 10 0
40	13597	St. Andrew's, Bray	7 10 0
40	14994	St. Patrick's Con.	2 10 0 (Suppl.)

COUNTY GALWAY.

34	1013	Rahoon Convent	10 0 0
34	1016	Galway Mon.	10 0 0
35	2174	Portumna M.	7 10 0
42	5754	Craughwell	7 10 0
34a	6212	Galway Model M.	7 10 0
32	9058	Ballinderry	7 10 0
34a	12954	Lackagh M.	7 10 0

(b.) Elementary Science and Object Lessons—continued.

Appendix.
Section II,
L.

COUNTY GALWAY—continued.

District.	Roll No.	Name of School.	Amount of Grant.
			£ s. d.
34	13378	Spiddal M.	9 0 0
34	14700	Annadown	7 10 0
34	15316	Nun's Is. Mon.	9 0 0
34	15331	Newtown	7 10 0
34	15331	Do.	1 10 0
			(Suppl.)

COUNTY LETTRIM.

38	12496	Clonmorris	9 0 0
38	13656	Annaduff M.	7 10 0

COUNTY MAYO.

26	1674	Mulrany	7 10 0
26	12568	Inver	7 10 0
21	13302	St. Francis Xavier's	10 0 0
26	13347	St. Patrick's Mon.	10 0 0
20	13631	Ballina M. (2)	9 0 0
20	14258	Kilmore Erris	7 10 0

COUNTY ROSCOMMON.

27	6908	St. Mary's Convent	10 0 0
27	7238	Do. Roscommon	10 0 0
35	7722	St. Peter's Convent	10 0 0
35	8240	Clonown F.	7 10 0
34	9217	Clonakilla	7 10 0
22	10520	Abbeytown Con.	10 0 0
22	11414	Ardearne	7 10 0
25	11948	Clonfad	7 10 0
35	12754	St. Joseph's Con.	10 0 0
22	12917	Greaghnafarna	7 10 0
27	13198	St. Anne's Con.	10 0 0
28	14362	Drumindilly	7 10 0
27	15139	Abbeycarton Con.,	9 0 0

COUNTY SLIGO.

30	3924	Owenbeg,	7 10 0
12	8206	Sligo Model M.,	7 10 0
12	13240	St. Patrick's Con.,	10 0 0
12	13277	Ballinacarrow,	7 10 0
20	14051	Stokane,	7 10 0
12	15384	Leyny,	5 0 0

Appendix,
Section II.,
M.

APPENDIX M.—Pupils on Rolls on 31st Decem.

TABLE A.—Showing the Ages and Sexes

PROVINCES AND COUNTIES.	Over 3 but under 5 years of age.		5 years but under 6 years.		6 years but under 7 years.		7 years but under 9 years.		9 years but under 12 years.	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
ULSTER.										
Antrim,	3,808	3,907	3,794	3,514	4,567	4,808	8,873	8,478	8,424	19,137
Armagh,	1,320	1,244	1,119	1,119	1,169	1,182	2,967	2,621	2,292	12,781
Cavan,	741	733	732	679	829	833	1,514	1,700	1,607	12,154
Donegal,	1,211	1,196	1,231	1,182	1,494	1,444	3,274	2,900	3,295	12,894
Down,	2,450	2,482	2,556	2,497	3,006	2,769	5,782	5,658	5,450	28,194
Fermanagh,	386	290	411	351	439	424	1,139	1,102	1,071	10,154
Londonderry,	979	965	1,132	1,033	1,256	1,298	2,578	2,482	2,523	24,343
Monaghan,	629	629	697	563	688	699	1,266	1,253	1,299	12,154
Tyrone,	1,066	1,169	1,093	1,038	1,247	1,211	2,541	2,229	2,236	24,343
Total,	12,499	12,662	12,712	11,837	14,716	14,110	29,566	28,665	28,984	248,154
Percentages,	94		92		108		217		29	
MUNSTER.										
Clare,	696	932	848	940	1,078	1,034	2,168	2,196	2,189	12,154
Cork,	2,944	3,191	3,022	2,983	3,291	3,429	6,554	7,061	6,925	28,154
Kerry,	943	1,170	1,250	1,322	1,532	1,570	3,363	3,254	3,179	12,154
Limerick,	1,130	1,328	1,030	1,073	1,136	1,229	2,363	2,431	1,987	12,154
Tipperary,	1,169	1,433	1,132	1,225	1,192	1,325	2,638	2,795	2,541	12,154
Waterford,	716	872	841	669	872	681	1,145	1,361	879	12,154
Total,	7,570	8,886	7,843	8,227	8,831	9,361	18,601	19,641	17,527	121,154
Percentages,	89		87		98		202		121	
LEINSTER.										
Carlow,	273	272	274	251	329	314	665	659	586	12,154
Dublin,	3,059	2,942	2,873	2,823	3,129	3,064	5,767	6,239	4,729	28,154
Kildare,	402	409	362	345	434	442	842	847	875	12,154
Kilkenny,	663	697	607	545	674	613	1,330	1,260	1,293	12,154
King's,	361	424	421	385	510	449	1,060	1,048	1,008	12,154
Longford,	226	319	300	332	364	406	825	714	789	12,154
Louth,	380	536	446	504	593	540	909	1,079	902	12,154
Meath,	530	672	468	514	554	541	1,124	1,132	1,044	12,154
Queen's,	371	406	430	351	429	389	837	854	891	12,154
Westmeath,	464	526	449	469	515	479	1,060	1,060	1,039	12,154
Wexford,	581	564	520	575	672	719	1,531	1,287	1,414	12,154
Wicklow,	445	487	451	367	549	475	1,035	945	1,011	12,154
Total,	7,226	8,071	7,653	7,471	8,675	8,393	17,141	17,476	16,096	121,154
Percentages,	93		94		106		214		206	
CONNAUGHT.										
Galway,	1,025	1,071	1,083	1,512	1,750	1,781	3,331	3,767	3,639	12,154
Leitrim,	509	562	560	588	663	678	1,449	1,382	1,462	12,154
Mayo,	1,275	1,503	1,564	1,547	1,897	1,861	4,068	3,974	4,228	12,154
Roscommon,	726	962	834	781	967	857	2,036	1,984	1,973	12,154
Sligo,	679	624	664	626	768	708	1,628	1,535	1,585	12,154
Total,	4,768	5,322	5,205	5,060	6,100	5,996	13,031	12,572	12,836	121,154
Percentages,	82		84		99		210		216	
ALL IRELAND.										
ULSTER,	12,499	12,662	12,712	11,837	14,716	14,110	29,566	28,665	28,984	248,154
MUNSTER,	7,570	8,886	7,843	8,227	8,831	9,361	18,601	19,641	17,527	121,154
LEINSTER,	7,226	8,071	7,653	7,471	8,675	8,393	17,141	17,476	16,096	121,154
CONNAUGHT,	4,768	5,322	5,205	5,060	6,100	5,996	13,031	12,572	12,836	121,154
ALL IRELAND,	32,063	34,941	33,413	32,695	38,322	37,854	78,339	78,754	74,643	719,154
	67,555		66,608		75,996		155,893		161,447	
Percentages to Total on Rolls,	92		90		108		212		221	

December, 1902, according to Ages.

Appendix.
Section II.
M.1902, according to Ages, Attendances, and Standards.
Pupils on Rolls on 31st December, 1902.

12 years and under 12 years.		11 years but under 15 years.		15 years and above.		Males.	Females.	Total.	PROVINCES AND COUNTIES.
Males.	Females.	Males.	Females.	Males.	Females.				
ULSTER.									
1088	9384	796	786	276	560	40,340	39,669	79,815	Antrim.
1082	7203	277	289	100	249	10,897	11,097	21,994	Armagh.
1110	1001	320	346	254	281	8,694	8,277	16,941	Cavan.
1150	3212	680	665	379	251	15,028	12,777	23,866	Donegal.
1057	6807	510	553	176	267	26,276	25,415	51,891	Down.
1087	1230	243	166	147	127	5,931	4,504	10,435	Fermanagh.
1080	2513	312	261	156	204	11,267	11,330	23,138	Londonderry.
1091	1317	292	225	129	180	6,057	6,131	12,318	Monaghan.
1079	2,005	400	383	261	292	11,750	11,665	23,445	Tyrone.
2080	31,189	3,728	3,694	1,877	2,581	126,166	122,163	268,329	Total.
207	27	27	16	16	1000	1000	1000	—	Percentages.
MUNSTER.									
1074	2,772	894	500	495	420	10,799	11,126	21,925	Clare.
1089	5,037	1,368	1,253	349	1,164	22,822	24,945	47,767	Cork.
1461	4,431	828	818	650	718	15,979	16,848	32,827	Kerry.
1205	3,068	610	635	406	612	11,266	12,501	24,067	Limerick.
1265	3,330	514	623	384	623	11,028	14,190	26,023	Tipperary.
1294	1,009	188	296	111	200	5,446	7,061	12,507	Waterford.
2142	22,618	3,921	4,470	2,985	3,737	83,240	96,911	185,151	Total.
205	45	45	26	26	1000	1000	1000	—	Percentages.
LEINSTER.									
623	723	116	117	58	61	2,294	3,077	5,971	Carlow.
648	7,012	451	510	160	621	25,112	29,034	54,740	Dublin.
826	1,027	101	116	38	50	3,690	4,942	8,122	Kildare.
1202	1,566	185	223	57	146	6,257	6,306	12,542	Kilkenny.
1,114	1,178	128	243	92	160	4,802	4,835	9,637	King's.
912	917	205	167	124	142	3,626	3,914	7,740	Longford.
900	1,567	116	170	81	112	4,300	5,066	9,366	Louth.
1,274	1,239	162	228	102	153	5,249	5,644	10,864	Meath.
894	1,627	121	190	87	162	4,207	4,276	8,483	Queen's.
1,276	1,392	163	226	72	149	4,918	5,351	10,229	Westmeath.
1,240	2,011	163	312	57	202	6,347	7,647	14,164	Wexford.
1,269	1,172	127	185	81	128	4,971	4,575	9,546	Wicklow.
16,254	20,572	2,100	3,009	1,649	2,220	76,894	84,845	161,629	Total.
221	22	22	20	20	1000	1000	1000	—	Percentages.
CONNAUGHT.									
626	1,023	768	732	480	595	17,923	18,298	36,191	Galway.
1,054	1,477	336	315	249	215	6,926	6,712	13,638	Leitrim.
642	1,484	680	659	468	497	18,547	18,553	37,102	Mayo.
2,292	2,546	517	548	376	476	9,751	10,166	19,927	Northampton.
1,704	1,867	374	324	243	250	7,029	7,090	14,129	Sligo.
14,296	14,611	2,685	2,628	1,795	2,013	60,676	61,291	121,967	Total.
246	44	44	31	31	1000	1000	1000	—	Percentages.
ULSTER.									
25,483	31,189	3,728	3,694	1,877	2,581	126,166	122,163	268,329	ULSTER.
21,422	22,618	3,921	4,470	2,985	3,737	83,240	96,911	185,151	MUNSTER.
16,854	20,572	2,100	3,009	1,649	2,220	76,894	84,845	161,629	LEINSTER.
16,296	25,011	2,685	2,628	1,795	2,013	60,676	61,291	121,967	CONNAUGHT.
55,035	99,700	12,444	13,701	7,706	10,540	302,076	375,010	737,086	ALL IRELAND.
175,735	26,145	26,145	18,207	18,207	737,086	737,086	737,086	—	Percentages to Total on Rolls.
213	55	55	25	25	1000	1000	1000	—	Percentages to Total on Rolls.

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TABLE B.—Showing PUPILS ON ROLLS

PROVINCES AND COUNTIES.	Under 20 Attendances.		50 but under 75 Attendances.		75 but under 100 Attendances.		100 but under 125 Attendances.		125 but under 150 Attendances.	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
ULSTER.										
Antrim,	4,945	5,008	2,790	2,804	3,299	3,597	4,075	4,515	4,574	4,524
Armagh,	1,234	1,255	1,023	1,040	1,276	1,330	1,516	1,682	1,628	1,710
Cavan,	1,225	996	961	872	1,188	1,094	1,412	1,372	1,428	1,351
Donegal,	2,711	2,180	1,809	1,608	1,978	1,864	2,167	1,984	2,046	1,910
Down,	3,082	3,063	1,880	2,042	2,338	2,467	2,817	2,835	3,473	3,500
Fermanagh,	619	440	505	437	639	556	763	626	837	720
Londonderry,	1,549	1,343	1,087	1,013	1,252	1,209	1,353	1,300	1,687	1,719
Monaghan,	804	821	694	652	809	803	1,043	1,004	1,028	961
Tyrone,	1,860	1,567	1,282	1,234	1,475	1,391	1,564	1,683	1,700	1,720
Total,	18,025	16,673	12,111	11,871	14,224	14,271	16,706	16,908	18,671	18,930
Percentages,	129		89		10.6		12.6		101	
MUNSTER.										
Clare,	1,028	1,024	950	878	1,234	1,162	1,613	1,605	1,570	1,500
Cork,	2,834	2,960	2,458	2,622	3,161	3,331	4,158	4,498	5,496	5,675
Kerry,	1,271	1,513	1,298	1,372	1,607	1,721	2,444	2,323	3,025	3,025
Limerick,	968	1,196	838	922	1,096	1,174	1,421	1,673	1,942	2,000
Tipperary,	1,083	1,309	903	1,194	1,288	1,636	1,636	1,771	2,006	2,000
Waterford,	524	666	428	512	513	575	656	830	800	1,100
Total,	7,710	8,458	6,897	7,400	8,909	9,389	11,910	12,653	15,248	16,300
Percentages,	87		77		9.9		13.3		172	
LEINSTER.										
Carlow,	971	944	303	232	307	311	457	453	507	500
Dublin,	3,525	3,725	2,207	2,539	2,375	2,684	2,487	3,160	3,418	4,120
Kildare,	388	366	354	340	435	404	457	548	548	700
Kilkenny,	575	513	519	590	666	679	814	870	1,003	1,110
King's,	529	445	407	415	580	528	747	729	813	810
Longford,	582	521	474	374	514	560	609	667	684	600
Louth,	485	539	397	393	522	564	565	642	765	700
Meath,	499	493	493	417	579	516	713	709	805	800
Queen's,	438	409	386	341	512	499	554	622	682	710
Westmeath,	473	413	422	366	509	502	708	800	795	800
Wexford,	657	706	461	538	619	726	855	1,004	1,162	1,100
Wicklow,	637	560	497	414	611	535	696	565	753	700
Total,	8,960	8,874	7,023	6,932	8,279	8,418	9,702	10,790	11,783	12,600
Percentages,	11.1		8.6		10.3		12.7		13.6	
CONNAUGHT.										
Galway,	2,418	2,194	2,145	1,881	2,548	2,376	2,876	2,996	2,908	2,300
Leitrim,	888	776	788	746	994	900	1,167	1,081	1,177	1,100
Mayo,	2,608	2,517	2,317	2,156	2,761	2,762	3,200	3,375	3,966	3,170
Roscommon,	1,412	1,258	1,244	1,164	1,354	1,411	1,679	1,574	1,684	1,600
Sligo,	999	838	886	829	1,049	1,031	1,206	1,131	1,187	1,100
Total,	8,635	7,573	7,390	6,776	8,709	8,489	10,173	10,117	9,794	10,100
Percentages,	12.3		11.2		14.1		16.6		16.3	
ULSTER,	18,025	16,673	12,111	11,871	14,224	14,271	16,706	16,908	18,671	18,930
MUNSTER,	7,710	8,458	6,897	7,400	8,909	9,389	11,910	12,653	15,248	16,300
LEINSTER,	8,960	8,874	7,023	6,932	8,279	8,418	9,702	10,790	11,783	12,600
CONNAUGHT,	8,635	7,573	7,390	6,776	8,709	8,489	10,173	10,117	9,794	10,100
ALL IRELAND,	43,450	41,518	33,331	32,979	40,121	40,577	48,571	50,550	55,496	57,930
	84,977		66,350		80,698		99,101		114,725	
Percentages to Total on Rolls,	11.5		9.0		11.0		13.4		15.4	

on 31st December, 1902, according to Attendances.

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Under 15 Males.		15 to 20 Attendances.		200 Attendances and above.		Males.	Females.	Total.	PROVINCES AND COUNTIES.
Males.	Females.	Males.	Females.	Males.	Females.				
ULSTER.									
100	7142	8,306	7,374	6,011	3,795	40,346	39,469	79,815	Antrim.
170	171	1,094	1,601	832	923	10,897	11,067	21,964	Armagh.
120	127	875	984	319	351	8,661	8,377	16,941	Cavan.
101	106	1,574	1,478	174	689	15,028	13,777	28,805	Donegal.
100	100	4,444	4,627	3,280	2,605	26,276	25,616	51,891	Down.
87	87	677	693	356	312	6,281	4,801	10,082	Fermanagh.
100	100	1,832	1,658	1,131	983	11,907	11,331	23,238	Londonerry.
101	100	620	632	234	399	6,967	6,131	13,098	Monaghan.
116	100	1,490	1,535	636	749	11,780	11,665	23,445	Tyrone.
779	779	22,656	20,632	12,506	10,721	136,166	132,163	268,329	Total.
100	100	100	100	87	100	100	100	—	Percentages.
MUNSTER.									
100	1025	1,636	1,765	617	660	10,799	11,126	21,925	Clare.
100	6,000	6,000	6,318	2,299	2,274	32,822	34,945	67,767	Cork.
100	1,608	2,502	2,553	780	829	15,979	16,848	32,827	Kerry.
100	2,075	2,075	2,489	627	825	11,306	12,501	23,807	Limerick.
100	2,622	1,223	2,463	743	1,110	11,298	14,139	25,437	Tipperary.
100	1,484	932	1,234	454	672	6,446	7,061	12,507	Waterford.
779	13,881	15,128	17,212	6,429	6,321	88,240	90,511	188,751	Total.
100	100	100	100	64	100	100	100	—	Percentages.
LEINSTER.									
100	625	481	666	120	100	2,894	3,407	6,301	Carlow.
100	5,771	4,971	6,388	1,670	2,069	25,112	29,634	54,746	Dublin.
100	889	637	747	214	259	3,880	4,342	8,222	Kildare.
100	1,294	1,001	1,009	417	390	6,237	6,505	12,742	Kilkenny.
100	870	611	737	240	284	4,502	4,633	9,135	King's.
100	870	413	391	123	176	3,876	3,914	7,790	Longford.
100	854	697	964	223	413	4,300	5,098	9,398	Louth.
100	1,087	925	1,007	354	547	6,340	5,654	11,994	Meath.
100	795	630	667	261	293	4,207	4,276	8,483	Queen's.
100	1,063	833	962	265	331	4,018	6,381	10,399	Westmeath.
100	1,521	1,085	1,288	270	492	6,507	7,647	14,154	Wexford.
100	827	704	731	279	232	4,971	4,574	9,545	Wicklow.
100	14,712	12,906	14,937	4,806	6,837	75,994	84,645	160,639	Total.
100	100	100	100	63	100	100	100	—	Percentages.
CONNAUGHT.									
100	1,007	1,830	2,369	691	906	17,523	18,228	35,751	Galway.
100	1,021	608	719	274	317	6,926	6,712	13,638	Lettim.
100	2,455	1,463	1,593	576	608	13,547	15,555	29,102	Mayo.
100	1,489	921	1,151	270	500	9,551	10,166	19,717	Roscommon.
100	1,004	833	874	382	603	7,529	7,600	15,129	Sligo.
779	8,906	6,738	8,456	2,142	2,838	69,676	61,294	130,970	Total.
100	100	100	100	41	100	100	100	—	Percentages.
ALL IRELAND.									
100	91,999	92,656	10,632	12,506	10,721	136,166	132,163	268,329	ULSTER.
100	15,961	15,128	17,212	6,429	6,321	88,240	90,511	188,751	MUNSTER.
100	15,702	12,906	14,937	4,806	5,837	76,994	84,645	161,639	LEINSTER.
100	8,906	6,738	8,456	2,142	2,838	69,676	61,294	130,970	CONNAUGHT.
100	60,476	60,224	69,237	24,714	25,427	302,676	335,010	737,686	ALL IRELAND.
100	116,961	116,961	130,351	60,351	73,686	737,686	737,686	—	Percentages to Total on Rolls.
100	100	100	100	68	100	100	100	—	Percentages to Total on Rolls.

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TABLE C.—Showing PUPILS on ROLLS

PROVINCES AND COUNTIES.	1st Standard.		2nd Standard.		3rd Standard.	
	Males.	Females.	Males.	Females.	Males.	Females.
ULSTER.						
Antrim,	19,223	18,163	5,055	4,996	4,910	4,871
Armagh,	5,515	5,400	1,335	1,341	1,272	1,271
Cavan,	3,709	3,414	1,231	1,057	1,137	1,032
Donegal,	7,245	6,348	2,009	1,871	1,890	1,837
Down,	12,848	11,127	3,234	3,197	3,195	3,021
Fermanagh,	2,343	2,018	719	485	404	341
Londonderry,	5,371	4,944	1,335	1,555	1,331	1,403
Monaghan,	2,740	2,638	712	767	707	711
Tyrosse,	5,411	5,209	1,023	1,530	1,408	1,352
Total,	64,455	60,992	17,373	16,889	16,729	16,035
Percentages,	46.5		13.8		12.2	
MUNSTER.						
Clare,	4,415	4,405	1,412	1,373	1,328	1,271
Cork,	14,330	14,875	3,981	4,325	4,155	4,497
Kerry,	6,845	6,887	2,078	2,187	1,809	1,818
Limerick,	4,967	5,240	1,341	1,567	1,268	1,330
Tipperary,	5,450	5,830	1,543	1,738	1,592	1,711
Waterford,	2,750	3,283	712	841	665	781
Total,	38,853	40,620	11,100	12,086	10,462	11,408
Percentages,	42.9		12.6		11.9	
LEINSTER.						
Carlow,	1,365	1,306	412	422	399	371
Dublin,	14,184	14,307	3,447	3,909	2,689	2,651
Kildare,	1,877	1,875	519	601	434	401
Kilkenny,	3,044	2,732	868	774	823	711
King's,	2,217	2,033	608	627	646	601
Longford,	1,600	1,664	549	555	491	501
Louth,	2,150	2,316	630	695	591	641
Meath,	2,475	2,487	713	654	636	601
Queen's,	1,666	1,809	497	540	477	511
Westmeath,	2,283	2,371	606	607	621	611
Wexford,	3,258	3,277	915	1,060	845	1,001
Wicklow,	2,394	2,138	732	672	675	601
Total,	39,029	39,604	10,597	10,994	9,118	9,671
Percentages,	47.9		13.4		12.2	
CONNAUGHT.						
Galway,	8,157	7,895	2,446	2,444	2,420	2,391
Leitrim,	2,018	2,721	970	858	880	1,101
Mayo,	8,114	7,893	2,767	2,680	2,500	2,391
Roscommon,	4,288	4,002	1,263	1,243	1,288	1,201
Sligo,	3,460	3,190	927	852	900	801
Total,	26,027	25,601	8,473	8,067	8,121	7,981
Percentages,	49.1		12.6		12.2	
ALL IRELAND.						
ULSTER,	64,455	60,992	17,373	16,889	16,729	16,035
MUNSTER,	38,853	40,620	11,100	12,086	10,462	11,408
LEINSTER,	39,029	39,604	10,597	10,994	9,118	9,671
CONNAUGHT,	26,027	25,601	8,473	8,067	8,121	7,981
Total,	168,364	166,817	47,543	48,066	44,430	45,195
Percentages,	33.601		28.618		26.946	
Percentage to Total on Rolls,	49.3		13.0		12.1	

1st December, 1902, according to Standards.

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4th Standard.		5th Standard.		6th Standard.		Males.	Females.	Total.	PROVINCES AND COUNTIES.
Males.	Females.	Males.	Females.	Males.	Females.				
ULSTER.									
4,428	4,277	4,073	3,365	2,761	40,346	39,669	79,815	Antrim.	
1,367	926	1,029	691	886	16,897	11,097	21,994	Armagh.	
541	971	907	645	863	8,664	8,277	16,941	Cavan.	
1,438	1,333	1,311	1,461	942	15,028	13,777	28,806	Donegal.	
2,634	2,740	2,022	1,628	1,960	26,276	25,635	51,891	Down.	
551	574	550	329	383	5,281	4,801	10,082	Fermanagh.	
1,196	1,310	1,228	1,028	1,028	11,807	11,331	23,138	Londonderry.	
622	655	704	550	647	6,087	6,131	12,218	Monaghan.	
1,294	1,129	1,255	942	1,662	11,780	11,665	23,445	Tyrone.	
14,329	14,672	13,749	9,129	10,509	136,166	132,163	268,329	Total.	
97	104	73	100	100	—	—	—	Percentages.	
MUNSTER.									
1,298	1,210	1,269	1,280	1,438	10,799	11,126	21,925	Clara.	
3,206	3,664	3,664	3,252	3,984	32,832	34,945	67,777	Cork.	
1,847	1,737	1,970	1,623	1,849	15,979	16,848	32,827	Kerry.	
1,290	1,228	1,535	1,314	1,676	11,393	12,891	24,284	Limerick.	
1,594	1,396	1,569	1,065	1,683	11,368	14,130	26,658	Tipperary.	
721	566	814	385	591	5,446	7,064	12,510	Waterford.	
16,363	9,780	11,151	8,929	11,821	88,240	96,911	185,151	Total.	
905	113	109	100	100	—	—	—	Percentages.	
LEINSTER.									
328	279	357	223	282	2,894	3,077	5,971	Carlow.	
3,074	1,643	2,838	1,863	1,809	25,112	29,634	54,746	Dublin.	
462	335	424	186	338	3,890	4,242	8,132	Kildare.	
626	516	726	265	612	6,297	6,305	12,602	Kilkenny.	
541	441	507	396	443	4,802	4,813	9,615	King's.	
493	440	421	354	386	3,826	3,914	7,740	Longford.	
522	374	529	512	429	4,300	5,038	9,338	Louth.	
666	549	614	359	621	5,360	5,044	10,404	Meath.	
461	410	496	297	449	4,207	4,276	8,483	Queen's.	
527	528	559	335	525	4,918	5,381	10,299	Westmeath.	
384	527	694	341	626	6,577	7,687	14,164	Wexford.	
461	486	635	377	395	4,971	4,574	9,545	Wicklow.	
6,849	6,620	8,730	4,418	7,096	76,994	84,645	161,639	Total.	
91	95	71	100	100	—	—	—	Percentages.	
CONNAUGHT.									
5,963	1,836	2,667	1,230	1,535	17,228	13,268	30,496	Galway.	
712	782	816	645	730	6,996	6,712	13,708	Lestrin.	
1,791	1,806	1,967	1,256	1,336	18,547	18,555	37,102	Mayo.	
1,063	1,063	1,318	766	1,171	9,751	10,156	19,907	Roscommon.	
719	807	971	621	707	7,529	7,600	15,129	Sligo.	
6,873	6,208	7,129	4,518	5,479	60,676	61,294	121,970	Total.	
109	110	82	100	100	—	—	—	Percentages.	
ALL IRELAND.									
14,329	14,329	14,072	13,749	9,129	136,166	132,163	268,329	ULSTER.	
16,363	9,780	11,151	8,929	11,821	88,240	96,911	185,151	MUNSTER.	
5,248	6,299	7,129	4,418	7,096	76,994	84,645	161,639	LEINSTER.	
6,873	6,208	7,129	4,518	5,479	60,676	61,294	121,970	CONNAUGHT.	
46,327	36,780	40,839	27,094	34,306	362,676	375,010	737,686	ALL IRELAND.	
77,513	77,639	61,329	83	100	—	—	—	Percentage to Total on Rolls.	
105	105	83	100	100	—	—	—	Percentage to Total on Rolls.	

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TABLE D.—CLASSIFICATION, by PROVINCES, of the PUPILS on the ROLLS of NAMES.

AGES.

PROVINCES.	Over 5 but under 6 years of age.		6 years but under 7 years.		7 years but under 8 years.		8 years but under 9 years.		9 years but under 10 years.	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
ULSTER,	12,490	12,002	12,712	11,937	14,716	14,110	28,556	28,055	28,594	27,841
Percentage to Total on Rolls.	94		92		108		217		219	
MUNSTER,	7,570	8,586	7,842	8,227	8,831	9,284	18,401	19,041	17,557	18,271
Percentage to Total on Rolls.	89		87		98		292		198	
LEINSTER,	7,826	8,071	7,683	7,471	8,075	8,393	17,141	17,476	14,086	14,131
Percentage to Total on Rolls.	98		94		106		214		105	
CONNAUGHT,	4,768	5,282	5,205	5,060	6,100	5,910	12,031	12,572	22,226	22,255
Percentage to Total on Rolls.	82		84		99		210		210	
ALL IRELAND,	32,634	34,964	33,412	32,685	38,322	37,674	78,139	77,234	74,328	72,328
Percentage to Total on Rolls.	92		90		103		212		209	

ATTENDANCES.

PROVINCES.	Under 50 attendances.	50 but under 75 attendances.	75 but under 100 attendances.	100 but under 125 attendances.
ULSTER,	34,708	22,962	28,426	31,671
Percentage to Total on Rolls.	129	89	106	121
MUNSTER,	16,468	14,237	18,198	21,275
Percentage to Total on Rolls.	87	77	99	120
LEINSTER,	17,333	13,935	16,987	20,521
Percentage to Total on Rolls.	111	86	103	121
CONNAUGHT,	16,163	14,106	17,328	20,221
Percentage to Total on Rolls.	133	116	141	109
ALL IRELAND,	81,577	65,200	80,938	93,686
Percentage to Total on Rolls.	115	90	110	124

STANDARDS.

PROVINCES.	1st Standard.	2nd Standard.	3rd Standard.
ULSTER,	124,732	34,262	33,524
Percentage to Total on Rolls.	405	128	121
MUNSTER,	79,373	23,195	21,621
Percentage to Total on Rolls.	429	125	119
LEINSTER,	77,433	21,561	19,621
Percentage to Total on Rolls.	479	124	120
CONNAUGHT,	62,518	16,570	16,121
Percentage to Total on Rolls.	431	126	121
ALL IRELAND,	234,061	95,618	90,886
Percentage to Total on Rolls.	453	120	121

ROLLS ON 31ST DECEMBER, 1902, according to AGES, ATTENDANCES, and STANDARDS. *Appendix.*

Section II.
M.

AGES.

11 years but under 15 years.		14 years but under 15 years.		15 years and above.		Males.	Females.	Total.	PROVINCES.
Males.	Females.	Males.	Females.	Males.	Females.				
210	31,129	2,738	3,294	1,877	2,631	131,195	130,123	261,318	ULSTER.
27		27		16		—	—	—	Percentage to Total on Rolls.
212	23,315	3,321	4,470	2,035	3,737	83,240	95,911	179,151	MUNSTER.
25		45		34		—	—	—	Percentage to Total on Rolls.
160	20,572	2,100	3,009	1,612	2,229	76,094	81,645	157,739	LEINSTER.
20		32		20		—	—	—	Percentage to Total on Rolls.
150	15,011	2,635	2,698	1,795	2,013	65,076	61,291	126,367	CONNAUGHT.
21		61		31		—	—	—	Percentage to Total on Rolls.
800	10,130	12,411	13,701	7,706	10,501	362,076	375,610	737,686	ALL IRELAND.
25		35		25		1000		—	Percentage to Total on Rolls.

ATTENDANCES.

115 but under 150 attendances.	150 but under 175 attendances.	175 but under 200 attendances.	200 attendances and above.	Total.	PROVINCES.
2,738	43,607	42,887	23,317	261,318	ULSTER.
161	143	159	87	1000	Percentage to Total on Rolls.
31,121	35,291	32,310	11,791	130,123	MUNSTER.
172	194	174	84	1600	Percentage to Total on Rolls.
20,566	23,300	27,843	10,003	157,739	LEINSTER.
156	182	172	63	1000	Percentage to Total on Rolls.
15,006	17,024	13,191	4,350	126,367	CONNAUGHT.
213	110	100	41	1000	Percentage to Total on Rolls.
10,120	12,400	11,561	56,181	737,686	ALL IRELAND.
146	171	156	63	1000	Percentage to Total on Rolls.

STANDARDS.

4th Standard.	5th Standard.	6th Standard.	Totals.	PROVINCES.
2,737	27,821	10,633	261,318	ULSTER.
197	194	73	1000	Percentage to Total on Rolls.
23,610	25,033	20,180	155,151	MUNSTER.
195	113	109	1000	Percentage to Total on Rolls.
16,610	15,400	11,514	151,679	LEINSTER.
89	85	71	1000	Percentage to Total on Rolls.
13,222	13,457	9,097	121,957	CONNAUGHT.
109	110	82	1000	Percentage to Total on Rolls.
77,283	77,610	61,329	737,686	ALL IRELAND.
105	105	83	1000	Percentage to Total on Rolls.

APPENDIX

1902

SIXTY-NINTH REPORT

1902

THE COMMISSIONERS OF NATIONAL EDUCATION IN IRELAND, FOR THE YEAR 1902.

SECTION III.

Examination Papers set at the Annual Examinations, 1902.
Summary of the Answering.

EXTENDED TABLE OF CONTENTS OF THIS SECTION. SEE INSIDE, p. v.

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TO THE
SIXTY-NINTH REPORT
OF THE
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1903.

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SUBJECT.	King's Scholars, Pupil Teachers, Monitors in their last year of Service, Candidates for Training, and Candidate Pupil Teachers.			
	Col. 3.	Col. 2.	Col. 1.	D.
	King's Scholars.		Pupil Teachers, Monitors in their last year of service, and Can- didates for Training.	Candidate Pupil Teachers.
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QUESTIONS PROPOSED AT EXAMINATIONS OF
 KING'S SCHOLARS HELD IN JULY, 1902, AND
 OF PUPIL TEACHERS, MONITORS, CANDI-
 DATES FOR TRAINING, AND CANDIDATE
 PUPIL TEACHERS, HELD AT EASTER, 1902.

Male
and Female
King's
Scholars.
—
O & S
Papers.
—

1.—QUESTIONS set to KING'S SCHOLARS at the close of their
 Course.

GRAMMAR.—60 Marks.

Two hours allowed for this paper.

N.B.—In addition to the questions in *Parsing and Analysis*,
 namely, Nos. 1 and 2, which are compulsory,
 only three questions are to be attempted. The Ex-
 aminer will read only the *Parsing and Analysis* and
 the first three other answers left uncanceled. The
 questions in this paper are all of equal value, twelve
 marks being allowed for each.

Mr. PEDLOW, Senior Inspector.

Mr. McNEILL, District Inspector.

1. MIRANDA. O, I have suffered
 With those *that* I saw *suffer*; a brave vessel,
 Who had, no *doubt* some noble creature in her,
 Dashed all to pieces. O, the cry did knock
 Against my heart. Poor *souls*, they perished.
 Had I been any god of power, I would
 Have sunk the sea within the earth or ere
 It should the good *ship* so have swallow'd and
 The *fraughting* souls within her.

PROSPERO. *Be collected*;
 No more *amazement*; tell your piteous heart
 There's no *harm* done.

MIRANDA. O, *was* the day.

Parse the words in *italics*.

2. Analyse—

Oft on the dappled turf at ease,
 I fit thy form with similes,
 And many a fond and idle name
 I give to thee in praise or blame,
 While I am gazing.

Male
and Female
King's
Scholars.

Col. 3
Papers.

3. Explain giving full particulars why each of the following words is called a hybrid :—uncivil, misconduct, senseless, auto-car.

4. Give an account of the etymology and grammatical use of —but, save, near, alms.

5. Give rules as to the use of *shall* and *will* (in forming the future tense).

Criticise—

(a.) Will I go to see you to-morrow? Yes, you shall.

(b.) Dr. Smith will attend me, and I hope I will soon be better.

6. How do you distinguish the "Direct" from the "Indirect" object? What is the case of each? Give three examples of verbs having at the same time a direct and an indirect object.

7. Write out complete notes of a lesson to a class on—

(a.) The Extension of the Predicate;

(b.) The Completion of the Predicate.

8. Correct (giving reasons) or justify :—

(a.) You would find three or four whom you would say passed the time very agreeably.

(b.) The conditions of the sale are as follows.

(c.) Nought save the gurglings of the rill were heard.

(d.) If a man have built a house, the house is his.

9. Give the derivation of each of the following words :—calico, port, dymity, sherry, cambric, damask.

10. Name the measure and mark the accented syllables of—

(a.) The minstrel was infirm and old.

(b.) She saw the dew of eve besprinkling.

(c.) On the holy mount of Ida.

(d.) 'Tis sweet to hear the watch dog's honest bark.

COL. 3.

ENGLISH COMPOSITION.—60 Marks

Two hours allowed for this subject.

N.B. —Only one subject to be selected.

Mr. SMITH, Senior Inspector.

Mr. CROMIE, District Inspector.

1. Bilingual Education.

2. " One crowded hour of glorious life
Is worth an age without a name."

3. " Woes cluster; rare are solitary woes;
They love a train, they tread each other's heel."

COL. 3.

ENGLISH LITERATURE.—70 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted, one at least from each Section, A, B, C. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, fourteen marks being allowed for each.

Dr. BEATTY, Senior Inspector.
Mr. WYSE, District Inspector.

Male
and Female
King's
Scholars.
Col. 3
Page. 5.

SECTION A.

1. State what you know of the dramatists, Massinger and Webster, showing in what particular subjects each excelled.
2. What are the names and leading characteristics of the chief plays of Shakespeare belonging to the period from 1600 to 1610?
3. Give a brief account of the "metaphysical" poets of the 17th century.
4. Name and describe briefly the shorter poems of Milton.

SECTION B.

5. Quote, or give the substance of, Macbeth's speech on hearing of Lady Macbeth's death.
6. Describe the character of Lady Macbeth.
7. Name the speaker, and give the context of the following passages:—

- (a.) "Have we eaten on the insane root
That takes the reason prisoner?"
- (b.) "He wants the natural touch: for the poor wren,
The most diminutive of birds, will fight,
Her young ones in her nest, against the owl."
- (c.) "Then fly, false thanes,
And mingle with the English epicures."

8. Write notes on the following lines:—

- (a.) "Scotland hath foisons to fill up your will."
- (b.) "And pall thee in the dunnest smoke of hell."
- (c.) "Shoughs, water-rugs, and demi-wolves are cleft."
- (d.) "Carried to Cohnemill,
The sacred storehouse of his predecessors."
- (e.) "And on thy blade and dudgeon gouts of blood."

SECTION C.

9. Explain the devices by which the inhabitants of the New Atlantis made themselves acquainted with European affairs, without allowing their country to become known in foreign lands.

10. Describe the arrangements for carrying out and recording the experiments and observations made in "Solomon's House."

Male
and Female
King's
Scholars,
—
Col. 3
Papers.
—

COL. 3.

ARITHMETIC AND MENSURATION.—100 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions are all of equal value. Brief explanatory notes of the work should be given.

MALE CANDIDATES are not to attempt any questions in Section C. They may attempt not more than three questions in Section A, and not more than two in Section B.

FEMALE CANDIDATES may attempt not more than three questions in Section A, and not more than two of the eight questions in Sections B and C.

Mr. DEWAR, Senior Inspector.

Mr. MCGLADE, District Inspector.

SECTION A.

1. What is the unit of superficial measure in the Metric System? Show how it may be derived from the metre, and express as a decimal of it, $4.625 \times .027$ of 10 square metres.

2. A person sells an estate worth £1,200 per annum for $24\frac{1}{2}$ years' purchase, and after deducting $1\frac{1}{2}$ per cent. for expenses of sale invests the remainder in North-Eastern 7 per cent. Consols at 172 $\frac{3}{4}$. What will be the difference in his net income, supposing the management of his estate to have cost him 10 per cent. of the rental?

3. Simplify—

$$\frac{\frac{3}{14} - \frac{5}{7} \text{ of } \frac{1}{2}}{\frac{5}{10} + \frac{7}{12} \text{ of } 3\frac{1}{2} - (\frac{7}{2} \text{ of } \frac{3}{4} - \frac{1}{2})} \div \frac{\frac{1}{2} \text{ of } \frac{1}{2} + \frac{5}{6} \text{ of } 5}{9\frac{1}{2} - 1\frac{1}{2}}$$

4. State and illustrate the principle from which the ordinary rule for the extraction of the square root of a number is derived. Extract by that rule the square root of 12321, and account for the different steps in the process.

5. Find, by the rules of Progressions, the value of :—

(i.) $3.75 + 3.5 + 3.25 \dots$ to 16 terms.(ii.) $.212121 \dots$ to infinity.

6. When wheat was 75s. a quarter the 4 lb. loaf was sold for $7\frac{1}{2}d.$, but when wheat rose 5s. a quarter the price of the 6 lb. loaf was raised to 1s. Suppose the cost of converting wheat into bread be at the rate of 2s. 4d. per cwt., how much would the bakers lose or gain on every £1 of their receipts by the alteration of prices?

SECTION B.

*Male
and Female
King's
Scholars,
—
Col. 3
Papers.*

7. The diagonal of the base of a pyramid on a square base and the diameter of the base of a cone are each 16 feet; their altitudes are equal, but the volume of the cone exceeds that of the pyramid by 281 cubic feet. Find the altitude of each.

8. A solid sphere of metal whose diameter is two feet is formed into a hollow right cylinder (of uniform thickness, and open at ends) whose internal diameter is 14 inches, and whose length is 4 inches. Find the exterior curved surface of the cylinder.

9. The sides of a triangular field are 32.13, 33.96, and 48.89 chains respectively. Find the area of the field in acres :—

Given $\log 5.724 = .7576996$; $\log 2.328 = .3669850$;
 $\log 2.511 = .3998467$; $\log 8.85 = .9469433$;
 $\log 5.4417 = .7357346$;
 $\log 5.4418 = .7357426$.

10. A man borrows £500 from a money lender; the bill is renewed every year with an increase of 12 per cent. What time will elapse before it reaches £5,000? (Log 112 may be taken = 2.050000.)

SECTION C.

11. Find the product of 16 in the nonary scale and 8t3 in the duodenary scale, and reduce the result to the octary scale.

12. The simple interest on a sum of money for 3 months at 4 per cent. per annum exceeds the discount by one farthing. Find the sum.

13. Give *short* methods of reducing (1) shillings, (2) pence to the decimal of £1. Convert by them 17s. 4½d. into decimal money.

14. If I lay out £1,911 in the purchase of 3 per cent. Consols, when they are at 79½, at what price should I sell out my stock again in order to realise on the whole a gain of £150, after having paid ½th per cent. for brokerage on each transaction?

COL. 3.—MALES.

*Male
King's
Scholars*

ALGEBRA.—70 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, fourteen marks being allowed for each.

Mr. DALTON, Senior Inspector.

Mr. HUGHES, District Inspector.

1. A and B run a race of one mile (statute measure). In the first heat B gets a start of 12 seconds, and is beaten by 44 yards. In the second heat B gets a start of 165 yards, and reaches the winning post 10 seconds before A. Find the time in which each can run a mile, the two heats being run at the same rate.

Note
King's
Scholar.

Oct. 3
Papers.

2. Reduce to its simplest form—

$$\frac{(a^2 + x^2)^{\frac{1}{2}} + (a^2 - x^2)^{\frac{1}{2}}}{(a^2 + x^2)^{\frac{1}{2}} - (a^2 - x^2)^{\frac{1}{2}}} - \left(\frac{a^4}{x^4} - 1 \right)^{\frac{1}{2}}.$$

3. Express $\{4x^2 - (4x - 2y) \sqrt{4xy - y^2}\}^{\frac{1}{2}}$ in the form of—

$X + \sqrt{Y}$ where X and Y are rational expressions in x and y .

4. Solve $\frac{\sqrt{4a+b-4x} - \sqrt{b}}{\sqrt{4a+b-4x} + \sqrt{b}} = \sqrt{\frac{a+b-2x}{a}}.$

5. Find x and y from the following equations—

$$x + y = 5,$$

$$(x^2 + y^2)(x^2 + y^2) = 455.$$

6. When is one quantity said to vary as two others jointly?

If y = the sum of three quantities, of which the first varies as x^2 , the second varies as x , and the third is constant; and when $x=1, 2, 3, y=6, 11, 18$ respectively; find the equation between x and y .

7. If a, b, c , be in Geometrical progression, and x be the Arithmetical mean between a and b , and y the Arithmetical mean between b and c , prove that $\frac{2}{b} = \frac{1}{x} + \frac{1}{y}$, and also that $2 = \frac{a}{x} + \frac{c}{y}$.

8. Solve—

$$x\sqrt{1-y^2} - y\sqrt{1-x^2} = \frac{1}{2},$$

$$xy - \sqrt{(1-x^2)(1-y^2)} = \frac{1}{2}.$$

9. Find the sum of the following series—

(a.) $11 + 10\frac{2}{3} + 9\frac{4}{3} + 9\frac{1}{2} + \dots$ to 36 terms.

(b.) $\frac{1}{3} - \frac{1}{15} + \frac{1}{45} - \dots$ to infinity.

10. If the coefficients of the $(r+1)^{\text{th}}$ and $(r+3)^{\text{th}}$ terms of $(1+x)^n$ are equal, n being a positive integer; find x .

COL. 3.

GEOMETRY.—70 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted, of which three must be in Section A, and two in Section B. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, fourteen marks being assigned to each.

Only geometrical solutions will be accepted.

Mr. ROSS, Senior Inspector.

Mr. KELLY, District Inspector.

SECTION A.

1. Equiangular parallelograms have to one another the ratio which is compounded of the ratios of their sides. Prove.

2. Describe a rectilineal figure which shall be similar to one given rectilineal figure and equal to another given one.

3. About a given circle describe a triangle equiangular to a given triangle.

4. The straight line drawn at right angles to a diameter of a circle, through its extremity, falls without the circle; but any other straight line drawn through that point cuts the circle. Prove.

5. Prove the following theorems:—

(a.) Two similar segments of circles which do not coincide cannot be constructed on the same chord, and on the same side of that chord.

(b.) Similar segments of circles on equal chords are equal to one another.

6. Construct a parallelogram equal to a given pentagon, and having an angle equal to a given rectilineal angle.

SECTION B.

7. The common chord of two circles which intersect each other at A and B is equal to the radius of one of them, and to the diameter of the other. Through A a line is drawn meeting the smaller circle in P and the other in Q; prove $BQ = 2BP$.

8. From the corner D of a rectangle a perpendicular DP is let fall on the diagonal AC, and produced to meet the side AB in Q. Prove that the circumscribing circles of the triangles CDP, BDQ, touch each other.

9. If any point in the circumference of the circumscribing circle of an equilateral triangle be joined to its three vertices, show that one of these lines is equal to the sum of the other two.

10. If a variable chord of a circle subtend a right angle at a fixed point, prove that the locus of its middle point is a circle whose centre is the middle point of the line joining the fixed point to the centre of the given circle.

COL. 3.

THEORY OF METHOD.—100 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, twenty marks being allowed for each.

Mr. EARDLEY, Senior Inspector.

Mr. W. J. BROWNE, District Inspector.

1. Give an account of the development of the intellectual faculties, or modes of functional activity, in the mind of a child, and state what are the principal factors in this development, and what natural divisions of early life afford some guidance in it.

*Male
and Female
King's
Scholars.*
—
*Col. 3
Papers.*
—

2. Define and illustrate sensation, perception, and apperception, and show how they are related.

3. Discuss the relations of psychology to the science of education, and state what other sciences are ancillary to it, and in what way.

4. What, in your opinion, is the best method of teaching young children the meaning and construction of numbers up to 100, and of substituting adding for counting?

5. Compare the uses and values of analysis and parsing in teaching English grammar.

6. "Regarded as practical arts, reading, writing, and arithmetic have no right to be classed together as co-ordinate elements of education." Discuss this statement; and show how the educational values of the subjects lead to its modification.

7. Considering the frequent statements made about "cramming," state to what extent, in your opinion, it is possible and prevalent, and in what subjects and to what extent it is impossible.

8. Define memory, and show how it may be best trained in school. What exercises are useful, and what injurious?

9. What is reasoning? Which of our school subjects are most useful in the cultivation of the reasoning powers, and in what way?

10. Having regard to the health of his pupils, what considerations should influence the teacher in the matter of the school-room, the time-table, and the playground?

COL. 3.

DRAWING.—60 Marks.—Blackboard, 20 Marks.

This paper, 40 Marks.

Two hours allowed for this paper.

N.B.—Only four questions to be attempted, two of which must be Nos. 1 and 2. The Examiner will read only the first four answers left uncanceled.

For first question, 20 marks; for second question, 10 marks; for each of remaining questions, 5 marks allowed.

Dr. ALEXANDER, Senior Inspector.

Mr. BEVIS, Head Organiser.

1. Make a freehand drawing of the model of the dog-kennel supplied, from any position from which two sides can be viewed. (The drawing should not be less than 3 in height.)

2. Draw two parallel lines $2\frac{1}{2}$ " apart, and draw a third line, cutting these two lines, so that the length of the line between the two points of intersection shall be $3\frac{1}{4}$ " long. Draw a circle touching the three lines.

3. Consider the sketch (Fig. 1) of the towel-horse, the cube, and the stick lying at right angles against the centre of top rail of the horse to be the work of a child, and correct the mistakes on the sketch itself.
4. Give five important laws in perspective that are helpful to a student of Model Drawing.
5. Construct a triangle, having the angle at the apex equal to the sum of the other two angles, the base $3\frac{1}{2}$ " long, and one of the other sides 2" long.
6. A line a, b , is 6" long; draw the plan and elevation of the line, making the elevation twice as long as the plan.
7. Make a perspective sketch of two bricks placed in any assumed position, but touching each other.
8. Construct the arch a, c, b (Fig. 2).* The centres of the two arcs are in a line $\frac{1}{2}$ " below the base line a, b .

Male
and Female
King's
Scholars.
Col. 3
Paper.

COL. 3.

HISTORY OF GREAT BRITAIN AND IRELAND

(from 1588 to 1649).—50 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are of equal value, ten marks being assigned to each.

Dr. MORAN, Senior Inspector.

Mr. CHAMBERS, District Inspector.

(Dates are to be given in all cases.)

1. Write a short account of the policy pursued in Ireland by Thomas Wentworth, Earl of Strafford.
2. Account for the first English occupation of Maryland, and of New England.
3. What was the self-renouncing Ordinance? When was it passed?
4. Give an account of the arbitrary methods adopted by Charles the First for raising revenue without the help of Parliament.
5. What parliamentary right that had slept since the reign of Edward the Third did the House of Commons revive in the reign of James the First?
6. State the causes which led Charles the First to dissolve his first three Parliaments.
7. On what grounds did Charles the First order the impeachment of the "Five Members"?
8. Give an account of the "Petition of Right."
9. Name the four parties in Ireland at the commencement of the Civil War in the reign of Charles I., and state the aims of each.
10. When was Episcopacy formally abolished in Scotland? what form of Church government replaced it?

* Sketch supplied to Candidates.

*Male
and Female
King's
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*Col. 3
Papers.*

LATIN.—80 Marks.

One hour and a half allowed for this paper.

N.B.—*Only three questions are to be attempted, of which the translation into Latin must be one. The Examiner will read only the translation and the first two other answers left uncanceled.*

Mr. STRONGE, Senior Inspector.

Mr. CONNELLY, District Inspector.

1. Translate into Latin :—

Between the two camps of Pompey and Caesar there was only a river, the Apsus, and the soldiers frequently talked with one another; nor were any missiles by common consent of those who were conversing thrown across during the interval. Caesar sent his lieutenant, P. Vatinius, to the river side with instructions to discuss those matters which seemed most essential to peace, and to persistently call out in a loud voice, "were citizens entitled to send ambassadors to fellow citizens to treat of peace, and in particular to do their utmost to prevent citizens from contending with each other." In a tone of entreaty he said much, as was proper, about their own welfare as well as the welfare of all, and was listened to in silence by the soldiers of both parties. Those on the other side replied that A. Varro announced he would come over to the conference from the opposite bank, and that ambassadors from both parties could meet together in perfect safety and set forth what proposals they wished.

2. Conjugate and give the meaning of the following impersonal verbs :—

Dedecet, licet, miseret, piget, paenitet, pudet, taedet, niugit, pluit, vesperscit.

3. Write out the present Indicative, present and future Imperative, and future perfect of fero (in the active voice).

4. Give a list of Prepositions that govern the Ablative case only; and at least one example of the use of each preposition.

5.—(a.) Decline respublica, vis, iusjurandum; (b.) compare parvus, nequam, vetus; and (c.) give the Latin for "236 soldiers."

FRENCH.—40 Marks.

One hour and a half allowed for this paper.

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—

N.B.—Only five questions are to be attempted, one at least from each Section—A, B, C. The Examiner will read only the first five answers left uncanceled. The questions in the paper are all of equal value, eight marks being allowed for each.

Mr. DALY, Senior Inspector.

Mr. KEITH, District Inspector.

SECTION A.

1. Translate into English :—

Pendant ces inutiles sollicitations à la cour de Portugal l'infortuné Colomb avait perdu sa femme, l'amour, la consolation et l'encouragement de ses pensées. Sa fortune, négligée pour ses perspectives de découverte était ruinée; ses créanciers s'acharnaient sur les fruits de ses travaux, saisissaient ses globes et ses cartes, et menaçaient même sa liberté. Beaucoup d'années avaient été perdues ainsi dans l'attente; son âge mûr s'avancait, son enfant grandissait; les extrémités de la misère étaient le seul patrimoine qu'il envisageait, au lieu d'un monde qu'il avait entrevu pour lui. Il s'évada nuitamment de Lisbonne, à pied, sans autre ressource que l'hospitalité sur sa route.—*Lamartine*.

2. Translate into English :—

Lorsqu'ils parvinrent au premier village, Kascambo, plus malade encore de chagrin que de fatigue, parut à ses gardiens si faible et si défait, qu'ils eurent des craintes pour sa vie et le traitèrent plus humainement. On lui donna quelque repos et un cheval pour la marche; mais afin de détourner les Basses des recherches qu'ils pourraient faire, et de mettre le prisonnier lui-même hors d'état d'apprendre à ses amis le lieu de sa retraite, on le transporta de village en village, et d'une vallée à l'autre, en prenant la précaution de lui bander les yeux à plusieurs reprises. Il passa ainsi une rivière considérable, qu'il jugea être la Sonja.—*De Maistre*.

SECTION B.

3. Translate into French :—

Cresus asked Solon one day if he had met in his travels a man who was perfectly happy. "I knew one," replied the philosopher. "He was a citizen of Athens named Tellus, a worthy man, who spent all his life in comfortable circumstances, and who saw his country prosperous. This happy mortal left children who were universally esteemed; he lived to see his children's children and died gloriously fighting for his country."

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4. Translate into French :—

In our school there are twenty desks. Each is two metres long. There is a blackboard with a duster to clean it, and chalk for the teacher to write with. Maps are hung from the walls. We have plenty of slates, copybooks, pencils, pens, and ink-bottles. Our copybooks are clean. You won't find blots in them. Our teacher is most careful to correct our exercises. We learn to read, to cipher, to write, and to draw. You ought to hear us sing, we can do that well. Every year we have an examination. The inspector is very hard.

SECTION C.

5. Draw up notes for class-teaching of the various usages of *ce*.

6. Give the feminine form of *monteur*, *inventeur*, *supérieur*, *vengeur*, and give with each one other word forming its feminine in the same manner.

7. (a.) Write in full the present tense of *vaincre* and *mourir*.

(b.) Give the past participles of *vêtir*, *confire*, *moudre*, *virre*.

8. Form sentences in French illustrating the use of *dès*, *à moins que*, *chez*, *gare* (interjection). Append translations.

9. Write out in full the French equivalents for :—1st July 1902, 21st inst., 1900 soldiers, 80 or 81 pupils, and give brief notes explaining the rule applicable in each case.

10. State clearly (a) when the past participle of a verb is inflected; (b) when it is invariable. Frame sentences to illustrate your answer.

IRISH.—40 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions are to be attempted, one at least from each section—A, B, C, D. The Examiner will read only the first five answers left uncanceled.

The Questions in this Paper are all of equal value, eight marks being allowed for each.

Mr. COX, Senior Inspector.

Mr. LEHANE, District Inspector.

SECTION A.

1. Translate into Irish :—

I have a cold, but I am not hungry, I am thirsty, give me a drink.

Mary has a toothache, and she is lonely. Her mother died, and her sister and brother went to another country.

Alas! the winter is cold, woe has come upon the land, the night is dark, and there is no light in the sky.

There was a heavy fog outside on the water, and I did not see the boat.

SECTION B.

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2. Name the Possessive Pronouns. How does each of them affect the initial consonant of the word following it? Give examples to illustrate your answer.

3. Decline the nouns *feampógs*, *apra*, and *caopa*.

4. What forms of the verb *bualaim* (I strike) are:—*bual*, *bualaim*, *bualatar*, and *bualaimís*?

SECTION C.

5. Translate into English:—

Ir bpeágs an lá é ro, aét beró ré fluc a mápaí. Ói óir gcopa as an gcóir agus bí veic faoir dá beanaí.
Beir ríor ríde aópa, agus rág ríde catbáir íuar.
Ói an ríar agus an vaití ruar, an lúe liat, agus an maoar veí.

6. Translate into English:—

Ir lion an tobair na bróga an feab, agus an cat. An leatpa an t-urgear agus an ríon veap?
Tá hiall agus beatar as vail ríor ve'n tobair anoir, agus atá iolar mór aca.
Tá capall, apal, láir, uan, iolar agus eun eile annan leana.
Hil feagal as ráir an mbótar aét atá coirce agus eorpa annan ríoból.

7. Translate into English:—

Cuaró an bean airteac ar an vopar; bí feapz uirpí. Hil rí airte anoir, atá rí annis arí, atá rí ríor as an tobair.
Tá átar mór ar an t-atar, tánnis a niac a baile mbe, agus atá rí airte annan teac in a fuid as an veine.
Hí faca mé an bean airte ná annis, agus bí manbe opm.

8. Translate into English:—

Há cuir an gual vub áo ar an veine.
Cuir an bpeac mór annan mála, aét cuir an bpeac beaz áo annan abann.
Tánnis an feap ós ro a baile anoir, bí ré in Albam. Hí faca mé an t-ir rí ruar, ní ruar mé in Albam rór.
Fuar me an viallaró ro annan ríopa.

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SECTION D.

9. Translate into English :—

Do ghuairceat ar pompa iar rin go rángat ar ghuanán na banntraí a agur po fúro Cormac ar éolba na h-ionntaí agur na h-áiríoleapta a bpoáir gháinne, agur po laíair, agur ir é po ráir: "Ós rin a gháinne," ar ré, "Óir do mhuintir rinn íoc Cumail ag teat roo iarpháiríe mar rinnat agur mar bairéile do, agur creut an fheargat do b'áil leat do tabairt oíra?"

10. Translate into English :—

"Maíreat, tigeat uime agair pá gal beinn dom bpaíra," do ráir Congur, "agur beupara liom rí ar an áit rin a bpaíra gan ríor gan aipugat o'íonn má o'íannat éireann." "Deirre gháinne leat," do ráir Oíarunro, "áit ní raípara leat go bpaí; gréat má bíme am beaíat do láir leant tu, agur munat mbear, cuirre gháinne cum a h-atar agur veunat ré oíc no mar oí." —

IRISH (Supplementary Paper).

Only five questions in Irish are to be attempted, one at least from each section—A, B, C and D. In case two questions are attempted in section D, the two should be either 9 and 10 or 9 (a) and 10 (a).

SECTION D.

9. (a.) Translate into English :—

Do péir bheargat Uí Theargat, an tan do roinnat an Mhuíra 'n-a cóis mhíu, do bío cóis aicme ran mhí, agur cóis beirne ran aicme, agur cóis céo pear peatma ran m-beirín. Ós agur ba meapoor neart éiríonn uile an tan roin, ar éiríneat baíraíat na rpainge do faoil go b-peupat an Romáat le leigíon, no le dá leigíon, éirí do tor pa gionga agur éloríat, agur éiríonnat do ríor iona n-baíat gairgeatla.

10. (a.) Translate into English :—

Mar do donat Oia, ionopio, ríat Séit ag vol car a éionna péin, mar do áitín ríat gan cumat ná cleatíne do beunat me ríat Chám éolat, agur nar donat ríat an ríat rin, do éirí ríat do bair na n-baíne uile, áit Hoe agur a beaíat anm Caba, agur a o-ruar mac, Sem, Cam agur Iapeth, agur a o-ruar ban, Olla, Oíba agur Oíána.

COL. 3.

VOCAL MUSIC.—TONIC SOL-FA.—25 Marks.

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Papers.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted, one of which must be either Question No. 1 or No. 2. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, five marks being assigned to each.

Mr. HEADEN, Senior Inspector.

Mr. GOODMAN, Inspector of Musical Instruction.

1. Translate the following passage into the Tonic Sol-fa Notation :—



2. Write the following in the bass clef in Staff Notation, using the crotchet for the pulse :—

KEY D.

{ d	: m	: s	|	l	: —	: f	|	r	: —	: m	: f, s, l, t }
{ d'	:	:	|	s	: r	: t,	|	m	: —	: d	: l, }
{ r	: —	: fe,	|	s,	: —	:	|	}			

3. State the mental effect of each of the tones found in the chord on the Mediant of the *Doh* mode.

4. Name all the augmented intervals you can find in the *Lah* mode, harmonic form.

5. Draw a Modulator of three columns, the middle column extending from *s*₁ to *m*¹. Attend to proper spacing and to octave marks, and add chromatic tones in centre column.

6. What are the keys one remove to the right and to the left of the following keys :—

E. B \flat . F. D \flat . C \sharp

7. Describe (as major, minor, &c.) the Chord or Triad formed on each note of the *Lah* mode.

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8. (a.) Give the time names of the following passage, and (b.) re-write it in nine-pulse measure, preserving relative duration and accent :—

{ | d : m-f : s | l-r-s : f-r-m : r-m-f | m-d : s : d : d | }

9. Explain the terms :—*Andante*, *Legato*, *Stringendo*, *Allegro assai*, *Con fuoco*.

10. Sketch a plan of a half-hour lesson to singing class, stating the subjects you would introduce, and the amount of time to be given to each.

COL. 3.

VOCAL MUSIC (STAFF NOTATION).—25 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, five marks being allowed for each.

Mr. HEADEN, Senior Inspector.

Mr. GOODMAN, Inspector of Musical Instruction.

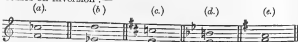
1. Write in treble and bass clefs, prefixing key signature, the major and the minor scales having the note—



as Leading Note.

2. Write the tonic and relative minors of B♭ major.

3. Name the following intervals, and state what each becomes on inversion :—

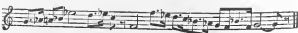


4. Write below the note—



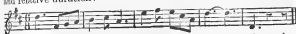
the following intervals :—(1) diminished seventh; (2) diminished fourth; (3) major third; (4) major sixth; (5) augmented fourth.

5. Add key and time signatures and bars to the following :—

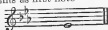


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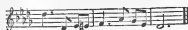
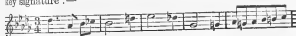
6. Re-write the following passage in $\frac{3}{4}$ time, preserving accent and relative duration:—



7. Write ascending and descending the chromatic scale, commencing with this as first note—



8. Transpose the following an augmented fourth up. Prefix key signature:—



9. Give the sol-fa syllables you would use in singing the above passage (No. 8).

10. What is the easy range of (1) trebles; (2) altos?

COL. 3.—MALES.

Male
King's
Scholars.

ELEMENTARY SCIENCE.—40 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, eight marks being allowed for each.

Wherever possible illustrate your answers by careful diagrams.

Mr. SULLIVAN, Senior Inspector.

Mr. HELLER, Head Organiser of Elementary Science.

1. Briefly describe the experiments that should be made in investigating the "Principle of Archimedes."

2. What is Boyle's Law? Sketch and describe the apparatus employed in verifying the law.

3. Describe any experiments on vapour pressure you have made or seen made.

4. What do you understand by the latent heat of steam? How would you measure it approximately?

Five grams of steam are passed into a copper vessel containing 150 grams of water at 10° C. What rise of temperature will occur if the heat capacity of the vessel is 10 calories?

(Assume Latent Heat of Steam to be 540 calories.)

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5. A small lead ball is dropped down the well of a staircase 100 feet deep. How long will it take to reach the bottom? Describe exactly how you would make the experiment.

(Acceleration due to gravity = 32 feet per sec. per sec.)

6. By what different processes may carbonic acid gas be produced? What experiments would you perform to illustrate the chief properties of this gas?

7. Sand is practically unaffected by heat or acids. How would you ascertain the percentage of chalk in a mixture of sand and chalk?

8. Describe the experiments you would perform in order to explain the nature of Flame.

9. How may hydrogen gas be prepared? What evidence can you adduce to show that hydrogen gas is a constituent of water?

10. What are acids and alkalis? For what purpose are they often employed?

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*Female
King's
Scholars.*
—

COL. 3.—FEMALES.

ELEMENTARY SCIENCE.—40 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, eight marks being allowed for each.

Wherever possible answers should be illustrated by careful diagrams.

Mr. SULLIVAN, Senior Inspector.

Mr. HELLER, Head Organiser of Elementary Science.

1. How would you ascertain which of two salt solutions contained the more salt dissolved in it?

2. Explain how you would endeavour to make clear to a class the difference between "temperature" and "quantity of heat."

3. What do you understand by change of state? By what effects are these changes always accompanied? Illustrate your answer by familiar examples of change of state.

4. What is the cause of hardness in water? How may it be detected, measured, and removed?

5. State the chief characteristics of acids and alkalis, and of their reactions on one another. What familiar substances belonging to these two classes are used in the household?

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Papers.*

6. What are the chief constituents of a fuel? What changes take place during combustion, and what is the nature of the products of combustion?

7. Describe briefly, with diagrams, the principal organs of the digestive system, stating the function that each plays in preparing the food material for assimilation.

8. What are the principal changes effected by plant and animal life respectively on the air?

9. Suggest experiments to illustrate the nature and properties of one of the following substances :—

- (a) flour ;
- (b) eggs ;
- (c) milk ;
- (d) baking powder.

10. Describe the making of a loaf of bread, explaining, as far as possible, the changes that take place at each stage of the operation.

COL. 3.

*Male
and Female
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MANUAL INSTRUCTION.—20 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted. Four marks allowed for each question. Two at least of the first five questions must be attempted, and not more than three.

Mr. STRONGE, Senior Inspector.

Mr. BEVIS, Head Organiser.

1. Describe the six steps performed in bending wire to gauge, and the 10 steps in bending to measurement.

2. What is meant by the right-angle development of an acute-angle design?

3. Give a drawing of any design suitable for an exercise in wire-work, and insert measurements.

4. Give some suggestions as to how wire-work may be made useful in teaching model drawing.

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5. What are the chief points that you would look to in examining an exercise in wire-work?
6. Draw a design suitable for an exercise in cutting out a stencil (6-in. square cardboard).
7. (a.) When is a ruler allowed to be used as a guide for the knife?
(b.) What are the different kinds of lines used in cardboard work, and for what purpose have they been adopted?
8. Give a drawing of the development of a simple model to be made in cardboard work.
9. Fully dimension the drawing in Question 8.
10. Give suggestions for a lesson, showing how cardboard work may be used to furnish suitable exercises in scale-drawing.

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COL. 3.

NEEDLEWORK.—90 Marks.

Time allowed, seven hours.

Mr. HYNES, Senior Inspector.

Miss PRENDERGAST, Directress of Needlework.

SEWING (40 Marks).

As a test of proficiency in this branch candidate will have to execute, on material supplied by Superintendent, a specimen of each of the following :—*hemming*, *top-sewing* (one seam top-sewn and felled), a *buttonhole*, rounded at each end; *sewing on gathers* (also known as "stocking on"), *one buttonhole* and *one inch* of each of these stitches will suffice as samples, and candidate will do well not to exceed this amount, as, by increasing it, she will encroach upon the time required for other branches of this subject. A small gusset is to be set in, as if for a man's shirt, top-sewn (from the wrong side) along the two sides of the triangle, stitched across its fold, and hemmed down at back. This gusset is to be inserted at end of seam, which should be worked, for the purpose, some way from the edge of the material.

Candidate's examination number is to be plainly marked upon an unworked portion of the specimen.

KNITTING AND DARNING (20 Marks).

Female
King's
Scholars,
Col. &
Papen.

Candidate is to be prepared with suitable wool and knitting needles, with which she will produce a Penelope bodice of miniature size (to fit a small doll), completely finishing it.

She will be supplied by Superintendent with a small piece of stocking-web, which, for convenience in working, she can tack (right side down) upon paper, cutting a square out of the middle of the paper to enable her to see the progress of the darn upon the right side, as she works from the wrong. She is to darn a round hole, not smaller than a threepenny piece or larger than a sixpence, running the darn in each direction to about half an inch beyond the hole, and leaving short loops for shrinkage.

Specimens of fancy knitting and darning are, when finished, to be attached, by a few strong stitches, to the specimen of sewing.

CUTTING-OUT (30 Marks).

Candidate will be required to cut out a night-dress for grown person. The night-dress should be made to the following measurements, which are half the full size:—Length of yoke, $9\frac{1}{2}$ inches; front shoulder, $3\frac{1}{2}$ inches; length of body, 27 inches; width (exclusive of gores), 18 inches; length of sleeve (including cuff), $11\frac{1}{2}$ inches. Paper for cutting-out will be provided. Night-dress is to be tacked together with needle and thread; no pins are to be left in it. It is to be marked with examination number.

Candidate is required to cut out bodice and sleeves to the following measurements:—Neck, 13 inches; bust, 34 inches; waist, $22\frac{1}{2}$ inches; front length, $12\frac{1}{2}$ inches (if this measure be taken from back of neck it will be 18 inches, side measure will be 8 inches, and under arm, $7\frac{1}{2}$ inches); back-length, 15 inches; cross back, $5\frac{1}{2}$ inches; hip, 38 inches; length of sleeve, 22 inches; length of elbow, $13\frac{1}{2}$ inches; bend, $11\frac{1}{2}$ inches; top of sleeve, $15\frac{1}{2}$ inches; cuff, 8 inches. Pattern is to be tacked together. *One-half* of bodice and *one sleeve* will be taken as a sufficient test.

Candidate is requested to comply as exactly as possible with all requirements mentioned above, as neglect of any of these instructions may lessen the value of her work.

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—
Cols. 2 and 3
Papers.

II. — QUESTIONS set to King's Scholars (Two Year Students) at the close of their First Year of Residence.

COLS. 2 AND 3.

PENMANSHIP.—40 Marks.

Half an hour allowed for this paper.

Mr. A. J. McELWAIN, Senior Inspector.

Mr. H. WORSLEY, District Inspector.

Write :—

- (a.) *As a headline in large hand.*
- (b.) *As a headline in small hand.*
- (c.) and (d.) *In a neat legible hand.*

(a.) Employment.

(b.) Full many a flower is born to blush unseen.

(c.) Hail to thee, blithe Spirit!

Bird thou never wert,
That from heaven, or near it,
Pourest thy full heart

In profuse strains of unpremeditated art.

(d.) But the grave of those we loved—what a place for meditation! There it is that we call up in long review the whole history of virtue and gentleness, and the thousand endearments lavished upon us almost unheeded in the daily intercourse of intimacy—there it is that we dwell upon the tenderness, the solemn, awful tenderness of the parting scene.

IRVING.

SPELLING AND PUNCTUATION.

COLS. 2 AND 3.

PASSAGE FOR DICTATION.

N.B.—*The Superintendent, when reading this passage, will bear in mind that, as the candidate is expected to punctuate it properly, the various stops should not be named.*

Mr. W. A. BROWN, Senior Inspector.

Mr. O'RIORDAN, District Inspector.

What they wanted however of the sublime, they endeavoured to supply by hyperbole; their amplification had no limits; they left not only reason, but fancy behind them; and produced combinations of confused magnificence, that not only could not be credited, but could not be imagined.

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—
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Papers.

Yet great labour, directed by great abilities, is never wholly lost: if they frequently threw away their wit upon false conceits, they likewise sometimes struck out unexpected truth; if their conceits were far-fetched, they were often worth the carriage. To write on their plan, it was at least necessary to read and think. No man could be born a metaphysical poet, nor assume the dignity of a writer, by descriptions copied from descriptions, by traditional imagery, and hereditary similes, by readiness of rhyme, and volubility of syllables.

In perusing the works of this race of authors, the mind is exercised either by recollections or inquiry; either something already learned is to be retrieved, or something new is to be examined. If their greatness seldom elevates, their acuteness often surprises; if the imagination is not always gratified, at least the powers of reflection and comparison are employed; and in the mass of materials which ingenious absurdity has thrown together, genuine wit and useful knowledge may be sometimes found buried perhaps in grossness of expression, but useful to those who know their value; and such as when they are expanded to perspicuity, and polished to elegance, may give lustre to works which have more propriety though less copiousness of sentiment.

COL. 2.

Col. 2
Papers.

GRAMMAR.—60 Marks.

Two hours allowed for this paper.

N.B.—In addition to the questions in *Parsing and Analysis*, namely, Nos. 1 and 2, which are compulsory, only three questions are to be attempted. The Examiner will read only the *Parsing and Analysis* and the first three other answers left uncanceled. The questions in this paper are all of equal value, twelve marks being allowed for each.

Mr. PEDLOW, Senior Inspector.

Mr. McNEILL, District Inspector.

1. Parse the words in *italics* :—

If this were the whole function of Parliament we might congratulate ourselves that each *year* the number of members who have a right to cherish this ambition *grows larger*. It seems a *paradox* to say that the level of *House of Commons* oratory *has risen*, when the giants of debate are so much *fewer* and the occurrence of a really great speaker so much *rarer*. But it is probably true—to speak with certainty is difficult—that there are not nearly so many absolute failures as there *used to be*. Let us take London alone, and observe *what* immense *opportunities* for oratory have arisen.

*Male
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Papers.

2. Analyse :—

To discuss the origin of these tendencies is plainly the province of the antiquarians, and distrusting our own information, we may safely leave it to them.

3. Distinguish, giving the meanings in each case, between the root, prefix, and affix in—

introductory ;
atheist ;
perceptible.

4. Correct (giving reasons) or justify—

- (a.) All songsters save the hooting owl was mute.
- (b.) You shall find the remark on the second or third pages.
- (c.) Whom do you think she is?
- (d.) Suspecting somebody, I know not who, in the country.

5. Give (a) three examples of adjectives which form their superlative degree by adding *most* to the comparative, (b) three which add *most* to the positive.6. Write out the following parts of the verb *move* :—

- (a.) 1st sing. Pluperfect Progressive Active.
- (b.) 1st sing. Pluperfect Progressive Passive.
- (c.) 2nd plural Imperative Passive.
- (d.) 3rd plural Imperative Passive.
- (e.) Present Participle Passive.
- (f.) 1st Pers. sing. 2nd Future Passive.

7. Define ellipsis and give an example of the ellipsis of—

- (a.) a noun ;
- (b.) a pronoun ;
- (c.) an adjective.

8. Distinguish with examples between (a) "few" and "a few," (b) "several" and "some."

9. Give the derivation of the following words :—suds, nostril, nightingale, gospel, wizard, uncouth.

10. Correct the grammatical errors in the following letter, giving (briefly) reasons :—

I write you those few lines to say how I do be getting along. I am in fifth standard, and goes to school regular enough. Next year I expect to have passed and then I will be in six standard. The master learns us grammar, geography and to read.

COL. 2.

ENGLISH COMPOSITION.—60 Marks.

Two hours allowed for this subject.

N.B.—*Only one subject to be selected.*

Mr. SMITH, Senior Inspector.

Mr. CROMIE, District Inspector.

1. Physical Drill.

2. "Variety's the very spice of life
That gives it all its flavour."

3. "Some books are to be tasted, others to be swallowed,
and some few to be chewed and digested."

COL. 2.

GEOGRAPHY.—70 Marks.

Two hours allowed for this paper.

N.B.—*One of the map-drawing questions is compulsory. In addition to it only four questions are to be attempted. The Examiner will read only the answer to the map-drawing question and the first four other answers left uncanceled. The questions in this paper are all of equal value, fourteen marks being assigned to each*

[Neatness and accuracy in the drawing of maps and diagrams will be taken into account.]

Mr. MURPHY, Senior Inspector.

Mr. MORGAN, District Inspector.

1. Draw a map of the coast of Great Britain from the mouth of the Dee to the Firth of Clyde, and mark on it the position of three English and four Scotch rivers.

2. On the map supplied to you mark, as accurately as you can, the boundaries of British Burmah, the Punjaub, and the North-West Provinces; also the positions of Trincomalee, Bombay, Madras, Rangoon, Gulf of Cambay, Cape Negrais, mouths of the Indus and Godavery.

3. Describe three of the best known rainless districts of the world.

4. Give a description of Ceylon or of Cape Colony, with regard to physical features, chief towns, and produce.

5. Write notes for a lesson on tides, and illustrate your notes by suitable diagrams.

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6. What are the chief industries carried on in Worcestershire and Durhamshire? Mention the towns devoted to each industry.

7. Describe the river system of South America.

8. Where are the following ports situated:—Kingston, Leith, Great Grimsby, Dundee, Port Elizabeth, Rockhampton, Newport? Mention the trade in which each is chiefly engaged.

9. Discuss fully the industrial resources of Canada.

10. In what parts of the British Empire are lead, tin, and salt found?

COL. 2.

ENGLISH LITERATURE.—70 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted, one at least from each section A, B, C, D. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, fourteen marks being allowed for each.*

Dr. BEATTY, Senior Inspector.
Mr. WYSE, District Inspector.

SECTION A.

1. Describe the general character of Shelley's poetry, naming his chief poetical works.

2. State what you know of the chief Irish novelists, who wrote within the period prescribed for study.

3. Name the authors of the following works, and give some account of any two of them:—

- (a.) Italy.
- (b.) Vanity Fair.
- (c.) Imaginary Conversations.
- (d.) The Prelude.
- (e.) Lalla Rookh.
- (f.) Vathek.
- (g.) Sartor Resartus.

4. Contrast the poetry of Sir Walter Scott with that of Lord Byron, in respect of subject, treatment, and versification.

SECTION B.

5. Give in your own words the story of the Ancient Mariner's return home after his voyage.

6. Write notes on the following words and expressions:—*charnel-dungeon, ivy-tod, vespers nine, silly buckets, jargon-ing, bassoon, death-fires.*

SECTION C.

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—

7. "The day broke, the day which was to decide the fate of India." Give, as fully as you can, Macaulay's account of the events of that day.
8. Who were the "class of Englishmen" styled "Nabobs," and why were they unpopular?

SECTION D.

9. Quote the lines in *Morte d'Arthur*, in which the barge and its occupants are described.
10. Explain the expressions:—
- (a.) the hidden bases of the hills;
- (b.) and takes the flood
With swarthy webs;
- (c.) And all his greaves and cuisses dash'd with drops
Of onset;
- (d.) the light that led
The holy Elders with the gift of myrrh.

COL. 2.

ARITHMETIC AND MENSURATION.—100 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions are all of equal value. Brief explanatory notes of your work should be given.

MALE CANDIDATES are not to attempt any questions in Section C. They may attempt not more than three questions in Section A, and not more than two in Section B.

FEMALE CANDIDATES may attempt not more than three questions in Section A, and not more than two of the eight questions in Sections B and C.

Mr. DEWAR, Senior Inspector.

Mr. McGLADE, District Inspector.

SECTION A.

1. Assuming that a metre = $39\frac{3}{8}$ inches, show that metres may be converted into yards by multiplying by $1 + \frac{1}{12} + \frac{1}{16}$, and apply the method in reducing 38 metres 4 decimetres to yards.
2. Simplify $\sqrt[3]{1277289\frac{37}{810}} \div \sqrt{12712\frac{9}{16}}$.
3. A person sells £6,000 4 per cent. stock, and invests the proceeds in $4\frac{1}{2}$ per cent. stock at 108. Find the price of the 4 per cent. stock, if, by the change of investment, his income is increased by £5 per annum. (Neglect brokerage.)

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4. Find the value of—

$$\left(\frac{2\frac{1}{2}}{3\frac{3}{8}} + \frac{400}{8\frac{1}{2}} - 4\frac{1}{2} \text{ of } 5\frac{1}{2} \right) \div 5\frac{6}{11} + \frac{3}{2} \text{ of } 1\frac{1}{27} + \frac{1}{127}.$$

5. A student in calculating by the Unitary method the interest on £500 for 146 days at 3 per cent. per annum, gets the following expressions :—

$$(i.) \frac{3}{100}, (ii.) \frac{3}{100 \times 365}, (iii.) \frac{3 \times 500}{100 \times 365}, (iv.) \frac{3 \times 500 \times 146}{100 \times 365}.$$

Explain what (i.), (ii.), and (iii.) represent, and from (iv.) deduce the rule for calculating interest, in which the constant 73000 is used.

6. State and prove the rule for the division of a given number or quantity into *Proportional Parts*.

SECTION B.

7. The chord of a quadrant of a circle measures 35 chains; find the area of the circle, and the area of the smaller segment standing on the chord.

8. A sector of a circle whose radius is 100 feet has an angle of $114^{\circ} 54'$ degrees at the centre of the circle. Determine the area of the sector and the length of its arc.

9. Find the number of square perches in a roadway 5 yards wide round a circular pond 120 yards in diameter.

10. Two arcs of circles lie on the same side of their common chord. Given that the chord = 100 feet, and the heights of the arcs above it = 60 and 30 feet respectively, find the area of the lune or space between the arcs.

SECTION C.

11. Reduce ($\frac{3}{11}$ of $1\frac{1}{2} + 1\frac{1}{3} \div 8\frac{1}{8}$) of 20 decalitres to the decimal of a kilolitre.

12. Show that a farthing is equal to one-thousandth of £1 plus $\frac{1}{24}$ th of one-thousandth of £1, and deduce a rule for reducing mentally pence and farthings to the decimal of £1.

13. A grocer has two kinds of tea; selling the first at 2s. 2d. per lb., he gains 30 per cent., and selling the second at 2s. 6d. per lb. he gains 20 per cent. What per cent. will he gain if he mix the two kinds in equal quantities, and sell at 3s. $1\frac{1}{2}$ d. per lb.?

14. A number is divisible by 9 if the sum of its digits is divisible by 9. Prove this.

COL. 2.—MALES.

ALGEBRA.—70 Marks.

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King's
Scholars
—
Col. 2
Papers

Two hours allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, fourteen marks being allowed for each.

Mr. DALTON, Senior Inspector.
Mr. HUGHES, District Inspector.

1. State and prove the rule for dividing one fraction by another.

2. Simplify—

$$\left\{ \frac{a}{b} - \left(\frac{a^2 - b^2}{b^2} \right) x - \frac{bx}{b+ax} + \frac{a(a^2 - b^2)x^2}{b^2(b+ax)} \right\} +$$

$$\left\{ \frac{a}{b} - \frac{a}{b+ax} - \frac{(a^2 - b^2)x}{b(b+ax)} \right\}.$$

3. Find x from the following equation:—

$$\frac{1}{a+b} \left(x + \frac{1}{abx} \right) = \frac{1}{ab}.$$

4. A man pays £10 for a certain number of shares in an enterprise. He succeeds in selling two less than the half of them at a profit of 100 per cent.; but, the price suddenly falling, he is forced to sacrifice the rest at 3s. 4d. each. If he neither loses nor gains on the whole transaction, what was the original number of shares purchased?

5. If any two quantities, partly rational and partly quadratic surds, be equal to one another, prove that the rational parts of the two are equal, and also the irrational parts.

6. If x varies as the square of y , and if $x=144$ when $y=3$, find the value of y when $x=324$.

7. Divide $\frac{a^2}{b^2} - \frac{2a}{d} + \frac{ac}{be} + \frac{bc}{d^2} - \frac{c^2}{de}$ by $\frac{a}{b} - \frac{c}{d}$.

8. Solve the equation—

$$(1 - a^2b^2)x^2 - 2a(1 + b^2)x + a^2 - b^2 = 0.$$

9. Define a ratio of *greater inequality*. How is a ratio of greater inequality affected by adding a positive quantity to both its terms? Prove your answer.

10. If $(x + yz)^2 : (y + zx)^2 :: 1 - y^2 : 1 - x^2$,

prove that $x^2 + y^2 + z^2 + 2xyz = 1$.

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COL. 2.—MALES.

GEOMETRY.—70 Marks.

Two hours allowed for this paper.

N.B. — *Only five questions to be attempted, of which three must be in Section A, and two in Section B. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, fourteen marks being assigned to each.*

Only geometrical solutions will be accepted.

Mr. ROSS, Senior Inspector.

Mr. KELLY, District Inspector.

SECTION A.

1. In a given circle inscribe a triangle equiangular to a given triangle.

2. Inscribe a circle in a given regular pentagon.

3. If from a point without a circle there be drawn two straight lines, one of which cuts the circle and the other meets it; and if the rectangle contained by the whole line which cuts the circle, and the part of it without the circle, be equal to the square of the line which meets it, the line which meets the circle touches it.

4. The opposite angles of any quadrilateral figure described in a circle are together equal to two right angles.

5. If a straight line be bisected and produced to any point, the squares of the whole line thus produced, and of the part of it produced, are together double of the square of half the line bisected, and of the square of the line made up of the half and the part produced.

6. If two angles of a triangle be unequal, the greater angle has the greater side opposite to it.

SECTION B.

7. Prove that the extremities of either of the parallel sides of a trapezoid whose non-parallel sides are equal, are equally distant from the point of intersection of its diagonals.

8. If the centre P of a circle touching the side BC and the diagonal AC of a square lie in the side AB, prove $AP^2 = 2BP^2$.

9. Prove the equality of the perpendiculars let fall on the diagonal AC of a rectangle from the middle points of the sides AB, AD.

10. If from the vertex A of an equilateral triangle ABC a line be drawn to any point P in BC, prove

$$AP^2 = BP^2 + CP^2 + BP \cdot PC,$$

COL. 2.

BOOK-KEEPING.—40 Marks.

Two hours allowed for this paper.

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Papers.

N.B.—Only five questions to be attempted, one of which must be either No. 1 or No. 2. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, eight marks being allowed for each.

Mr. CRAIG, Senior Inspector.

Mr. O'CONNELL, District Inspector.

Assets and liabilities of John Ward :—

1902.	Assets.	£	s.	d.
Jan. 1.	Cash on hands,	200	0	0
	Ditto at Bank,	2,500	0	0
	Debt due by H. Pierce,	500	0	0
	Goods,	2,000	0	0
	Warehouse and offices,	500	0	0
	Liabilities.			
	Due to A. Wilson for goods bought,	800	0	0
" 2.	Sold goods to H. Pierce,	300	0	0
	Received his acceptance, due 5th March,	200	0	0
	And cash,	100	0	0
" 3.	Discounted at bank H. Pierce's acceptance, receiving cash,	198	0	0
	And being charged discount,	2	0	0
" 5.	Paid cash into Bank,	400	0	0
" 6.	Paid A. Wilson by cheque,	775	0	0
	Being allowed for discount,	25	0	0
" 10.	Bought goods and paid for them by cheque,	450	0	0
" 15.	Received from H. Pierce cash,	300	0	0
" 20.	Paid cash for repairs of warehouse,	60	0	0
" 28.	Sold goods to H. Pierce,	1,100	0	0
" 31.	Goods on hand valued at,	1,000	0	0
" 31.	Warehouse and offices valued at,	520	0	0

1. Journalise the foregoing.

2. Post into the Ledger, and balance and close the Accounts.

3. Explain as you would to a class the information to be obtained from the balance of each Account.

4. Give the Journal entries which should be made by H. Pierce and A. Wilson respectively for the transactions of the 2nd and 6th January above.

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5.—		£	s.	d.
April 1.	Accepted J. J. Wilson's draft on me at one month,	100	0	0
„ 5.	Handed to Henry Jones in payment of his account my acceptance at two months,	50	0	0
May 4.	Paid to J. J. Wilson my acceptance due this day,	100	0	0

When the Ledger has been closed show the Bills Payable Account representing the above transactions.

6. The balances of the following Accounts on 31st December are :—Cash, £50 ; Goods, £800 ; Bills Payable, £200 ; Bills Receivable, £180 ; Furniture and Fittings, £500. Give the Ledger entries for those items in a new set of Books on the 1st January.

7. What conclusion would you draw from each of the following statements :—

- The debit side of my Cash Book is equal to the credit side ;
- The debit side of my Cash Book is greater than the credit side ;
- The credit side of my Cash Book is greater than the debit ?

8.—		£	s.	d.
Oct. 1.	Received from Sandeman & Co., to be sold on their account, 4 chests tea,	60	0	0
„ 2.	Paid carriage on above consignment,	2	0	0
„ 3.	Sold to Williams & Co., 2 chests of above, and received cash,	35	0	0
„ 4.	Sold to Andrews & Co., 2 chests of above,	37	10	0
„ 10.	Sent to Sandeman & Co., Account sales of their consignment, showing gross proceeds,	72	10	0
„ „	My commission at 2 per cent. being	1	9	0
„ „	Remitted Sandeman & Co., cheque for net proceeds,	69	1	0

Show my Ledger Account representing the above consignment.

9. John Merchant pays into the Ulster Bank £50 to the credit of William Davis, and he advises him that he does so at the request and on account of James Smith. Give the Journal entries for these transactions of (a) John Merchant, (b) Ulster Bank, (c) William Davis, and (d) James Smith.

10. I posted the entry Henry James Dr. to Wine £5 to the debit side of both Accounts. Assuming that no entry is to be made in the Ledger except as a post from a Journal entry, show how the error is to be corrected.

COL. 2.

THEORY OF METHOD.—100 Marks.

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Two hours allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, twenty marks being allowed for each.

Mr. EARDLEY, Senior Inspector.

Mr. W. J. BROWNE, District Inspector.

1. Give a brief account of the three main functions of the mind, and say how far the teacher is concerned with each.

2. Explain and illustrate Deductive and Inductive teaching, and show how far each is employed in teaching Arithmetic and English Grammar.

3. Write notes of a lesson on Cases of Nouns and Pronouns, taking care to include all instances known to you.

4. Discuss the advice to walk behind a class engaged in reading, and to require the children to point to the words with a finger; and state other methods of securing the attention of a class, with an estimate of their relative efficiency.

5. Give a short account of our system of weights and measures, and show the advantages and disadvantages of substituting a decimal system.

6. Show clearly, as you would to a class, the method of finding the volume of a room 20 ft. 6 in. long, 15 ft. 10 in. wide, and 12 ft. 9 in. high.

7. What are the differences between Empirical and Scientific knowledge? Illustrate your answer by reference to some school subject.

8. Compare the extent to which the eye and the hand—the perceptive and the active agents of the mind—are trained by (1) Kindergarten, (2) other school subjects.

9. Name the senses, and show how they can be improved by school training; also how ideas are derived through their operation.

10. Characterise good questioning and good answering, illustrating your answer by examples.

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COL. 2.

DRAWING.—60 Marks.—Blackboard, 20 Marks.
This paper, 40 Marks.

Two hours allowed for this paper.

N.B.—*Only four questions to be attempted, two of which must be Nos. 1 and 2. The Examiner will read only the first four answers left uncanceled.*

Dr. ALEXANDER, Senior Inspector.
Mr. BEVIS, Head Organiser.

1. Draw, by the aid of instruments, a hexagonal frame 8" across the angles, and lightly rule in the diagonals; within this frame draw in freehand the design shown in Fig. 1, and line shade, or wash in, in colour, the shaded portion.
2. Draw correctly, to the scale of $\frac{1}{2}$ full size, the two elevations in Fig. 2,* from the dimensions given.
3. Make a simple straight line design on dotted paper, in ink, suitable for Second Standard. (The pencilling in of the design, first, is not permissible.)
4. Construct a scale of $2\frac{3}{4}$ = 1 mile, to read furlongs and fourths of a furlong.
5. Give a freehand-dimensioned sketch suitable as an exercise in scale drawing for Fifth Standard.
6. Draw an oblong $1\frac{1}{2}$ " long and $\frac{3}{4}$ " wide; assume this oblong to have been drawn to a scale of $\frac{1}{2}$ " = 1", and re-draw it to a scale of $1\frac{1}{2}$ " = 1".
7. Make a simple border pattern on plain paper, suitable for Fourth Standard.
8. What are the chief points to be attended to when introducing Design to children?

COL. 2.

HISTORY (European—from 1789 to 1815).—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are of equal value, ten marks being assigned to each.*

Dr. MORAN, Senior Inspector.
Mr. CHAMBERS, District Inspector.

(In all cases dates should be given.)

1. Who were the sovereigns in England, Austria, Spain, Russia, and Prussia respectively in 1789?
2. Give a short account of the insurrections or revolutions of Thermidor, Vendémiaire, Fructidor, and Brumaire in France.

* *Diagram supplied to Candidates.*

3. Explain Napoleon's foreign policy before and after 1808.
4. What changes took place in the territories of Sweden by the Treaty of Kiel?
5. State the terms of the Treaty of Lunéville.
6. With what object, and with what results did Napoleon invade Egypt?
7. State what you know of the establishment of the Batavian Republic. When was it turned into a kingdom?
8. Assign dates to the following events:—(1) the Coronation of Napoleon Bonaparte as Emperor; (2) the final partition of Poland; (3) the Battle of Jena; (4) the Treaty of Tilsit; (5) the Battle of Trafalgar.
9. State what you know regarding "the Confederation of the Rhine."
10. What were the objects, and what the effects of the Decrees of Berlin and Milan?

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COL. 2.

VOCAL MUSIC (TONIC SOL-FA).—25 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, five marks being assigned to each.

Mr. HEADEN, Senior Inspector.

Mr. GOODMAN, Inspector of Musical Instruction.

1. Write the following in the Key of B \flat , so as to have it sound a major second lower than as here given:—

KEY C.

{ | m' f' : r' t | d' l' : s' f' | m' s : r' m' | d' : — } ||

2. State the mental effect of each of the tones forming the interval of the Tritone in the *Doh* mode.

3. Write out the following passage in three-pulse measure. Begin with a strong pulse. The figures show duration in pulses or fractions of a pulse:—

$\frac{1}{2}$ $\frac{1}{2}$ $\frac{3}{4}$ $\frac{1}{4}$ 2 $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{4}$ $\frac{1}{4}$ $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ 1 1 1
m d r f m REST d r m f s f m r m REST d

4. (a.) Re-write the following in two-pulse measure, and (b.) add the time names:—

{ | m :—: r | d : r : m | f :—:— | m :—: s : } ||

{ | 1 :—:— | —: s : f | m :—:— | : : } ||

5. (a.) In which two of the following Keys will the Leading-note of the Scale be highest; and (b.) in which two lowest:—

Ep. A. B \flat . C \sharp . G \flat . D. F.

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6. Name the following Intervals, and state what each becomes on Inversion :—

(a.)	(b.)	(c.)	(d.)	(e.)
f	fe	t	m	f
t ₁	r	d	l ₁	s ₁

7. (a.) Arrange the following words in order of speed, placing the slowest first, and (b.) add their meaning :—

Andante; Allegro; Largo; Prestissimo; Adagio.

8. Explain the terms—Minor Chord; Tones of First Impression; M.M. 90 twice; Leaning Tones; Great Step.

9. How would you pitch Keys B \flat and A \flat from a C \sharp Tuning Fork?

10. Name the Dissonant Intervals of the Scale.

COL. 2.

VOCAL MUSIC (STAFF NOTATION).—25 Marks.

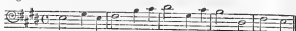
One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, five marks being allowed for each.

Mr. HEADEN, Senior Inspector.

Mr. GOODMAN, Inspector of Musical Instruction.

1. Write the following in the treble clef (adding key signature) so as to sound (a.) one octave and (b.) two octaves higher :—

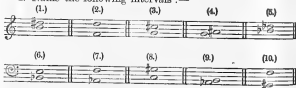


2. Write the signatures of the following major keys in the treble and bass clefs :—

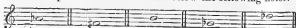
G \flat , E \flat , F \sharp , D, B.

3. Write in treble and bass clefs the major scales which have the notes B and G \flat for Subdominant.

4. Name the following intervals :—



5. Write perfect fifths above and below the following notes :—



6. Add bars and time signature to the following melody :—

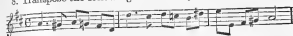
Male
and Female
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7. Re-write the following (a) in $\frac{3}{4}$ time, and (b) in $\frac{2}{4}$ time, preserving accent and relative duration :—



8. Transpose the following into the key of F :—



9. Write two bars in each of the times indicated by the following time signatures :— $\frac{3}{4}$ $\frac{2}{4}$ $\frac{4}{4}$ $\frac{3}{8}$.

10. Write out in full the words, of which the following are abbreviations, and give their meaning :—*Ad lib.* ; *Rit.* ; *Accel.* ; *String.* ; *m.f.*

COL. 2.

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NEEDLEWORK. - 90 Marks.

Time allowed, seven hours. -

Mr. HYNES, Senior Inspector.

Miss PRENDERGAST, Directress of Needlework.

SEWING (40 Marks).

As a test of proficiency in this branch candidate will have to execute, on material supplied by the Superintendent, a specimen of each of the following :—*hemming*, *top-sewing* (a seam, top sewn on one side and hemmed down on the other), *stitching*, *running* (a tuck), a *buttonhole*, barred at each end ; *sewing on gathers* (also known as "stocking on") ; *one buttonhole* and *one inch* of each stitch will suffice as samples, and candidate will do well not to exceed the amount mentioned, as, by increasing it, she will encroach upon the time required for other branches of this subject. A small patch (about 1 inch and a half square) is to be tacked on, and sewn round one quarter of the outer, and one quarter of the inner side, so as

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to complete one quarter of the patch, and include one corner. Also, a small gusset is to be set in, as if for a man's shirt, top-sewn (from the wrong side) up the two sides of the triangle, stitched across its fold, and hemmed down at back. This gusset is to be inserted at end of seam, which should be worked for the purpose, some way from the edge of the material. Candidate's examination number is to be plainly marked on an unworked portion of the specimen.

KNITTING AND DARNING (20 Marks).

Candidate, having provided herself with a piece of knitting in progress, viz. :—the leg of a grown person's stocking, with thickened heel commenced (which stocking may be of reduced size, if preferred) is required to turn and complete this heel in presence of Superintendent, picking up stitches for foot, and knitting three or four rounds of it, beginning the narrowing for instep. The stocking should have securely sewn to it a label about one inch wide and one-and-a-half inches long, clearly marked with candidate's examination number. Before beginning to turn the heel of the stocking, candidate will present it to Superintendent, to be marked by him. She should be specially careful not to neglect doing this.

Superintendent will supply candidate with a small piece of stocking-web, which, for convenience of working, she can tack (right side down) upon paper, cutting a square out of the middle of the paper to enable her to see the progress of the darn upon the right side as she works upon the wrong. She is to darn a round hole, *not smaller than a threepenny piece, or larger than a sixpence*, running in each direction to half-an-inch beyond the hole, and leaving short loops for shrinkage.

Specimens of knitting, and darning, are, when finished, to be attached, by a few strong stitches, to the specimen of sewing.

CUTTING-OUT (30 Marks).

Paper for cutting-out will be supplied. Cutting-out specimens are to be tacked together with needle and thread; *no pins are to be left in them.* Candidate will be required to cut out a man's shirt (half-size). The man's shirt is to be cut to the following measurements :—Neck, $8\frac{1}{2}$ inches; length of yoke, $10\frac{1}{2}$ inches; length of front shoulder, $4\frac{1}{2}$ inches; sleeve (including cuff), $13\frac{3}{4}$ inches; half-size of armhole, 5 inches; back-length, 20 inches; front-length, 19 inches. Each article is to be marked with examination number.

Candidate is requested to comply *as exactly as possible* with all requirements mentioned above, as neglect of these instructions may lessen the value of her work.

COLS. 2 AND 3.

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Cols. 2 and 3
Papers.
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COOKERY.—20 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, four marks being allowed for each.

Mr. HOGAN, Senior Inspector.

Miss FITZGERALD, Organiser of Cookery and Laundry Instruction.

1. Why is milk a perfect food? Describe various methods by which milk can be kept sweet in warm weather.
2. What is frying? For what purposes are the two kinds of frying-pan adapted? Describe the advantages and disadvantages of frying.
3. What advantages arise from the use of condiments? Name three condiments, and explain why they should not be used too freely.
4. What flesh-forming foods are supplied by the animal kingdom and the vegetable kingdom respectively? Compare the value as flesh-formers of any three of them.
5. What are Soups and Broths? Why are they both economical and nutritive? Mention important points to be kept in view in preparing them.
6. Give recipe and method of making either Yorkshire Pudding or Melted Butter.
7. Describe the medical value of vegetables as a diet.
8. What are Arrowroot and Tapioca? Give a method of preparing Arrowroot for use.
9. Name the common kinds of edible fruits. Give recipe for making any one of the following :—Red Currant Jelly, Gooseberry Tart, Apple Pie.
10. Explain how Potatoes should be boiled.

Male
King's
Scholars.

Col. 2
Papers.

COL. 2.—MALES.

ELEMENTARY SCIENCE.—40 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, eight marks being allowed for each.*

Mr. SULLIVAN, Senior Inspector.

Mr. HELLER, Head Organiser of Elementary Science.

Answers should wherever possible be illustrated by diagrams.

1. Give notes of lessons on "Area"; suggest exercises in drawing on squared paper, that would serve to make clear to a class of children the relations between the units of the British square measure table.

2. Find on centimetre squared paper the areas of the equilateral triangle and square whose perimeter (boundary line) is 24 centimetres long.

3. A piece of lead was weighed in air and water; the lead was then attached to a piece of teak, and the two together weighed first in air and then in water. From the following numbers calculate the density of lead and teak :—

Weight of lead in air = 40.72 grams.

Weight of lead in water = 37.11 grams.

Weight of lead and teak in air = 79.74 grams.

Weight of lead and teak in water = 28.63 grams.

4. Explain the action of a siphon. Could the siphon be used for bringing water from a low to a higher level; give full reasons for your answer.

5. Describe fully how you would determine the expansion of 1 cubic centimetre of air for 1° C. rise of temperature.

6. Describe a series of weather observations that could be made from day to day in a National School. How would you keep a record of these observations?

7. Distinguish between chemical and physical change; describe two simple experiments to illustrate each kind of change.

8. By what methods may the active constituent of the air (oxygen) be prepared? Describe experiments to illustrate its chief properties.

9. Describe the changes that occur when wood is strongly heated in a test tube; why does the charcoal not burn in the tube?

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King's
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Papers.

10. Suggest a series of experiments that you would make in investigating one of the following subjects :—

- (a.) Floating bodies;
- (b.) Principle of Archimedes;
- (c.) Rusting of Iron.

COL. 2.—FEMALES.

ELEMENTARY SCIENCE.—40 Marks.

Female
King's
Scholars.
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Papers.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, eight marks being allowed for each.

Answers should, wherever possible, be illustrated by diagrams.

Mr. SULLIVAN, Senior Inspector.

Mr. HELLER, Head Organiser of Elementary Science.

1. Describe briefly a series of exercises in measurement of length that you would give a third standard class, having in view the double object of teaching them to measure accurately and to learn the use of the decimal notation.

2. A jar is filled with water up to a definite mark; a piece of wood, 36 cubic centimetres in size, is put into the water, and in order to bring the level of water back to original mark, 27 cubic centimetres have to be drawn off. What is the density and weight of the piece of wood?

3. Explain fully how you would ascertain either (a) whether a milk supply had been diluted with added water; or (b) whether some eggs purchased were fresh.

4. What do you understand by "Pressure of the Atmosphere"? Describe any experiments illustrating the effects of this pressure, or showing how it may be measured.

5. Distinguish between "dissolving" and "melting." How would you find the melting point of butter?

6. By what means could you ascertain that the moisture in the atmosphere varies from day to day? What domestic use could be made of this information?

7. What do you understand by conduction, convection, and radiation of heat? Illustrate your answer by examples.

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—

8. Describe experiments that have led you to a knowledge of the nature and composition of the air. Be careful to state what conclusions are justified by the results of each experiment.

9. Explain fully the meaning of the term "combustion." What experiments would you show a class of children in order to lead them to a correct knowledge of the meaning of the term?

10. Give full notes of a lesson or lessons on "ventilation."

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and Female
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COL. 2.

MANUAL INSTRUCTION.—20 Marks.

Two hours allowed for this paper.

N.B.—*Not more than five questions are to be attempted. Four marks allowed for each question. Two at least of the first five questions must be attempted, and not more than three.*

Mr. STRONGE, Senior Inspector.
Mr. BEVIS, Head Organiser.

1. Make drawings, on dotted paper, of the necessary plans for folding an equilateral triangle, or a hexagon, or a pentagon, from a square.

2. Make drawings of a simple border fold, and show also by the plans one method of folding it so as to carry the border round a right-angle corner.

3. Make the drawings of all the folds necessary to convert an oblong 8 inches by 6 inches into a triangle of one-third the area of the oblong.

4. Give some suggestions as to how paper-folding may be made useful in teaching design.

5. In examining a class in paper-folding, to what points would you give special attention?

6. Draw the plan and elevation of a brick lying on its face, the length placed from right to left. Mark on this drawing a point A at the top right-hand front corner, and a point B in the middle of the left end.

7. Describe in words the position of three bricks placed in as difficult a position, relative to one another, as you can.

8. Give an outline sketch of any lesson on brickwork.

9. Draw the plan and elevation of 10 bricks placed in as difficult a position, relative to one another, as you can.

10. In examining a class in brickwork to what points would you give most attention? (Give the points in order of their importance.)

III.—QUESTIONS set to Pupil Teachers, Monitors in their last year of service, and Candidates for Training.

Male
and Female
Pupil
Teachers,
&c.
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Papers.

COL. 1.

PENMANSHIP.—40 Marks.

Half an hour allowed for this paper.

Mr. A. J. McELWAIN, Senior Inspector.
Mr. H. WORSLEY, District Inspector.

Transcribe :—

(a.) THE RAINBOW.

Triumphal arch, that fill'st the sky,
When storms prepare to part,
I ask not proud Philosophy
To teach me what thou art.

Still seem, as to my childhood's sight,
A mid-way station given
For happy spirits to alight,
Betwixt the earth and heaven.—CAMPBELL.

(b.) CHRISTMAS.

It is a beautiful arrangement, derived from days of yore, that this festival, which commemorates the announcement of the religion of peace and love, has been made the season for gathering together family connections, and drawing closer again those bands of kindred hearts, which the cares and pleasures and sorrows of the world are continually operating to cast loose.

IRVING.

COL. 1 AND D.

Col. 1 and
D Papers.

SPELLING AND PUNCTUATION.—40 Marks.

Mr. W. A. BROWN, Senior Inspector.
Mr. J. O'RIORDAN, District Inspector.

Such is the emptiness of human enjoyment, that we are always impatient of the present. Attainment is followed by neglect, and possession by disgust. Few moments are more pleasing than those in which the mind is concerting measures for a new undertaking. From the first hint that wakens the fancy, to the hour of actual execution, all is improvement and progress, triumph and felicity. Every hour brings additions to the original scheme, suggests some new expedient to secure success, or discovers consequential advantages not hitherto

D

Male
and Female
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etc.

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foreseen. While preparations are made and materials accumulated, day glides after day through Elysian prospects, and the heart dances to the song of hope.

Such is the pleasure of projecting that many content themselves with a succession of visionary schemes, and wear out their allotted time in the calm amusement of contriving what they never attempt or hope to execute.

Others, not able to feast their imagination with pure ideas, advance somewhat nearer to the grossness of action, with great diligence collect whatever is requisite to their design, and after a thousand researches and consultations, are snatched away by death, as they stand waiting for a proper opportunity to begin.

If there were no other end of life, than to find some adequate solace for every day, I know not whether any condition could be preferred to that of the man who involves himself in his own thoughts, and never suffers experience to show him the vanity of speculation; for no sooner are notions reduced to practice, than tranquillity and confidence forsake the breast.

COL. 1.

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Papers.

GRAMMAR.—60 Marks.

One hour and a half allowed for this paper.

N.B.—*In addition to the questions in Parsing and Analysis, namely, Nos. 1 and 2, which are compulsory, only three questions are to be attempted. The Examiner will read only the Parsing and Analysis and the first three other answers left uncanceled. The questions in this paper are all of equal value, twelve marks being allowed for each.*

Mr. PEDLOW, Senior Inspector.

Mr. McNEILL, District Inspector.

1. Parse the words in *italics* in :—

Thrice welcome, *darling* of the Spring!

Even yet thou art to me,

No *bird*, but an invisible thing,

A voice, a *mystery*;

The *same* whom in my *schoolboy* days

I listened to; that cry

Which made me *look* a thousand ways

In bush and tree and sky.

To seek thee did I often *rove*

Through woods and on the green,

And thou wert still a *hope*, a love;

Still *longed* for, never seen.

2. Analyse—

The time being propitious, Cæsar, the Roman general, determined to enter Italy with all his army.

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and Female
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&c.
—
Col. 1
Papers.*

3. Give the meanings and one English word derived from each of the following :—

salio, caro, nomos, monos, munus, trepo.

4. Correct (giving reasons) or justify :—

(a.) Steady application, as well as genius and abilities, are necessary.

(b.) The river had overflowed its banks.

(c.) The books which you see are John's as well as William's.

(d.) For pity sake, hear me.

5. Conjugate the following verbs :—

tread, wring, ring, lie, lay, forbear.

6.—(a.) Trust in me who — your friend.

(b.) I will trust in you who — my friend.

(c.) Trust in him who — your friend.

(d.) I will trust in thee who — my friend.

Write out these sentences, filling up the blanks with the proper parts of the verb *to be* in the Present Indicative.

7. Give the meanings of the following prefixes and the language to which each belongs :—

se, ob, sine, un, meta, hypo.

8. *Parliament is sitting.*

The jury were divided.

Give the rule which determines the number of the verb in these sentences.

9. Give the plurals of the following words, and say to what language each belongs :—

genus.

hypothesis.

phenomenon.

seraph.

radius.

bureau.

10. Give an example of each of the following :—

(a.) Nominative Absolute.

(b.) Infinitive Absolute.

(c.) Participle Absolute.

COL. 1.

ENGLISH COMPOSITION.—60 Marks.

One hour and a half allowed for this paper.

N.B.—*Only one subject to be attempted.*

Mr. SMITH, Senior Inspector.

Mr. CROMIE, District Inspector.

Write a short essay on one of the following subjects :—

1. A frosty-morning.

2. "The pen is mightier than the sword."

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COL. 1.

GEOGRAPHY.—70 Marks.

One hour and a half allowed for this paper.

N.B.—*One of the map-drawing questions is compulsory. In addition to it only four questions are to be attempted. The Examiner will read only the answer to the map-drawing question and the first four other answers left uncanceled. The questions in this paper are all of equal value, fourteen marks being assigned to each.*

[Neatness and accuracy in the drawing of maps and diagrams will be taken into account.]

Mr. MURPHY, Senior Inspector.

Mr. MORGAN, District Inspector.

1. Draw an outline map of Ireland, and mark on it the course of the rivers Bann, Barrow, Shannon and its principal tributaries; the Nephin, Blackstairs, and Silvermine mountains.

2. On the accompanying map of North America mark the position of the rivers Ohio, Rio Grande del Norte, and Mackenzie; the cities Boston, New Orleans, Philadelphia, San Francisco, Quebec, and New Westminster; capes Sable and Hatteras; Fundy Bay, Falls of Niagara, and Vancouver Island.

3. Explain fully how the magnitude of the earth has been determined.

4. Write notes for an introductory lesson on the shape of the earth.

5. In what counties are Chatham, Wrexham, Walsall, Stroud, Blackburn, Norwich, and Coventry situated? What is the chief industry carried on in each town?

6. State what you know of the industries of Belgium. Name four of its principal manufacturing towns.

7. Name the maritime counties of Scotland in order from the Firth of Forth to the Moray Firth, with the rivers traversing these counties.

8. Give the position and geographical description of Drakenberg, Réunion, Trieste, Magdalena, Hayti, Dago, and Oxus.

9. Describe the climate and the products of Queensland and of Nova Scotia.

10. Describe the physical features of Asia with reference to the distribution of plateaux and mountain ranges.

COL. 1.

ENGLISH LITERATURE.—80 Marks.

Two hours allowed for this paper.

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and Female
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&c.
Col. 1
Paper.

N.B.—Only five questions to be attempted, of which at least one must be selected from each Section A, B, C. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, sixteen marks being allowed for each.

Dr. BEATTY, Senior Inspector.

Mr. WYSE, District Inspector.

SECTION A.

1. Mention some prominent differences between the oldest English poetry and the poetry of the present day.
2. Write a short life of Spenser, with a brief description of his greatest poem.
3. Describe the merits and defects of Pope's style.
4. Give a short account of the principal events in Sir Walter Scott's life.

SECTION B.

5. (a.) "In florid beauty groves and fields appear;
Man seems the only growth that dwindles here."
(b.) "Creation's mildest charms are there combin'd:
Extremes are only in the master's mind."
What countries are referred to in each of these passages? Explain fully the poet's meaning in each case.
6. Write notes on the words in *italics* in the following lines:—
(a.) "With patient angle *trolls* the *finny* deep."
(b.) "Lead *stern* *depopulation* in her train."
(c.) "When I behold . . .
Each wanton judge new *penal* *statutes* draw."
(d.) "The *pasteboard* *triumph* and the *cavalcade*."
7. Quote from "The Traveller" the lines in which the poet recalls the incidents of a French country dance.

SECTION C.

8. Describe what occurred at the supper given by Macbeth to the thanes.
9. Some writers think that Shakespeare meant to represent Hamlet as being mad. What view does Lamb take?
10. "A Daniel come to judgment!" Lamb tells us that this expression was used on three separate occasions. With reference to each case, detail the circumstances which gave rise to the exclamation and give the name of the speaker.

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and Female
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Col. 1
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COL. 1.

ARITHMETIC AND MENSURATION.—100 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, twenty marks being assigned to each. Brief explanatory notes of your work should be given.

Mr. DEWAR, Senior Inspector.

Mr. MCGLADE, District Inspector.

1. (a.) Find, by practice, the rent of 25 acres 3 roods 15 sq. perches at £2 15s. per acre.

(b.) Calculate the cost of 15 hectares 2 ares 2 centiares at £1.125 per acre.

2. A field is in the form of a trapezoid; its parallel sides are 10 chains 30 links and 7 chains 70 links respectively in length, and the perpendicular distance between them is 7 chains 50 links. Find the area of the field in acres.

3. Simplify $\frac{£1\ 18s.\ 6d.}{1078d.} + \frac{356481\ \text{cubic feet}}{1078\ \text{cubic inches}}$.

4. Solve by the unitary method the following exercise:—

If 6 horses plough 21 acres in 5 days, in how many days will 16 horses plough 98 acres?

5. (a.) Show how the adoption of the Metric System of Weights and Measures would affect the Arithmetical operations:—(1) Reduction, (2) Compound Rules, (3) Practice.

(b.) Multiply 5 dekametres 5 metres 3 centimetres by 36, and express the result in dekametres.

6. A Turkey carpet, measuring 11 feet 6 inches by 10 feet is laid down on the floor of a room measuring 14 feet by 12 feet 6 inches. What will be the cost of covering the remainder of the floor with Brussels carpet, $\frac{3}{4}$ yard wide, at 3s. 9d. per (linear) yard?

7. Determine the prime factors of 273, 286, and 385, and from them deduce the Least Common Multiple of those numbers.

8. A person holds £4,675 stock in Five per cents. What sum must he lay out in the purchase of Four-and-a-Half per cents. at 102 $\frac{1}{2}$, so that his income from both sources may together be £843 10s.? (Neglect brokerage.)

9. The problem of determining the true present worth of a bill is equivalent to a problem in Simple Interest. Show this.

10. A square garden is bordered all round by a path 3 yards wide, the garden and path together occupying 2 $\frac{1}{2}$ acres. Find the cost of covering the path with gravel at 1s. 6d. per square yard.

COL. 1.

ALGEBRA.—80 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, sixteen marks being allowed for each.

Mr. J. P. DALTON, Senior Inspector.

Mr. R. W. HUGHES, District Inspector.

1. The expression $ax^2 + bx - 30$ is equal to 240 when x equals 5, and is equal to 100 when x equals -2 ; find the values of a and b .

2. Solve the following equations:—

$$(a.) a(x-a) = b(x+b) - 2ab.$$

$$(b.) 3x - \frac{y}{2} = 5; \quad \frac{x}{3} + \frac{y}{4} = 3.$$

3. Resolve each of the following expressions into three factors, showing clearly the reason of the process employed in each case:—

$$(a.) x^3 + x^2 - 4x - 4.$$

$$(b.) (x-1)(x-2)(x-3) + (x-1)(x-2) - x + 1.$$

4. Find the greatest common measure of $x^4 - 3x^3 + 6x^2 - 12x + 8$, and $4x^4 - 15x^3 - 4$; and write down in factors the least common multiple of the same expressions.

5. Solve the equation $37x^3 - 57x = 34$.

6. A certain number of sovereigns, shillings, and sixpences together amount to £8 6s. 6d. The amount of the shillings is a guinea less than that of the sovereigns, and a guinea and a half greater than that of the sixpences. Find the number of each of the three kinds of coin.

7. Simplify—

$$\left(2 - \frac{3n}{m} + \frac{9n^2 - 2m^2}{m^2 + 2mn}\right) \div \left(\frac{1}{m} - \frac{1}{m - 2n - \frac{4n^2}{m+n}}\right).$$

8. Find the square root of—

$$3 - \frac{6x}{a} - \frac{2a}{3x} + \frac{x^2}{9x^2} + \frac{9x^2}{a^2}.$$

9. Solve the following equation:—

$$\frac{6x+1}{15} - \frac{2x-4}{7x-16} = \frac{2x-1}{5}.$$

10. Two boys (A and B) spent 2s. 3d. in apples and oranges; each got the same number of fruits, though the one boy (A) got three times as many apples as the second, and the second boy (B) got twice as many oranges as A. If every four apples cost 3d. and each orange cost 1d., how much money did each boy spend?

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Papers.

Male
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COL. 1.—MALES.

GEOMETRY.—80 Marks.

Two hours allowed for this paper.

N.B.— *Only five questions to be attempted, of which three must be in Section A, and two in Section B. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, sixteen marks being assigned to each.*

Only geometrical solutions will be accepted.

Mr. ROSS, Senior Inspector.

Mr. KELLY, District Inspector.

SECTION A.

1. If two triangles have two sides of one respectively equal to two sides of the other, but the contained angle of one greater than the contained angle of the other, the base of that which has the greater angle is greater than the base of the other.

2. If the square on one side of a triangle be equal to the sum of the squares on the remaining sides, the angle opposite to that side is a right angle.

3. To a given right line apply a parallelogram which shall be equal to a given triangle, and have one of its angles equal to a given angle.

4. If a line be bisected and divided externally in any point, the rectangle contained by the segments made by the external point, together with the square on half the line, is equal to the square on the segment between the middle point and the point of external division.

5. Construct a square equal to a given rectilineal figure.

6. If a line be divided into two segments, the rectangle contained by the whole line and either segment is equal to the square on that segment, together with the rectangle contained by the segments.

SECTION B.

7. If two isosceles triangles stand on the same base and on the same side of it, prove that if the line joining their vertices is produced it bisects the base.

8. Prove that the extremities of any side of a rectangle are equally distant from the point of intersection of its diagonals.

9. If a quadrilateral be bisected by one of its diagonals, that diagonal bisects the other diagonal. Prove.

10. If a line AB be divided in C so that $AB^2 + BC^2 = 2AB \cdot AC$, prove $AC^2 = 2CB^2$.

COL. 1.

BOOK-KEEPING.—50 Marks.

Two hours allowed for this paper.

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and Female
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do.
Col. 1
Papers.

N.B.—Only five questions to be attempted, one of which must be either No. 1 or No. 2. The Examiner will read only the first five answers left uncanceled, or the first four only if the condition as to Question 1 or Question 2 be not fulfilled. The questions in this paper are all of equal value, ten marks being allowed for each.

Mr. CRAIG, Senior Inspector.

Mr. O'CONNELL, District Inspector.

1902.	£
Jan. 1. Cash in hand,	2,000
Cash in bank,	1,000
Goods in stock,	1,000
John Woods owes me	500
I owe Robert Benson	200
„ 2. Bought goods from Robert Benson,	1,500
And gave him cash,	800
„ 4. Sold John Woods goods,	550
„ 7. Paid cash for carriage of goods,	5
„ 16. Received cash from John Woods,	600
„ 29. Paid Robert Benson, by cheque,	350
„ 31. Goods on hand valued at	2,050

1. Journalise the foregoing.

2. Post entries into the Ledger, and balance and close the Accounts.

3. After balancing your books you find the entries, By Balance £500 in the Goods Account, and, To Balance £100 in John Reid's Account. What do you infer from each of these entries?

4. Construct a Cash Book from the following items and show the Balance on the 31st March :—

1898.	£
Mar. 1. Cash on hands,	250
„ 3. Paid wages,	10
„ 6. Received for Sales this day, Cash,	50
„ 10. Paid taxes,	20
„ 15. Received from James Wilson £30,	30
„ 31. Paid John Ryan,	25

Male
and Female
People
Teachers,
do.
Oct. 1
Papers.

5. I, William Merchant, owe Henry James £500, and at his request I pay this sum to John North. What Journal entries should Henry James, John North and I make respectively?

6. Give the Waste Book entries corresponding to the following Journal entries :—

	Dr.	Ct.
1901.	£	£
Jan. 1. James Brown,	15	
To Cash,		15
„ 8. Bank,	200	
To Cash,		200
„ 9. Cash,	75	
To Wine,		75
„ 30. Wine,	150	
To John Hall,		150

7. John Merchant received from W. Black and Co. £389 10s.

	£	s.
Being amount of Account,	394	10
Less Discount,	5	0

Give the Journal entries to be made by John Merchant and W. Black and Co., respectively.

8. Explain how Goods and Personal Accounts respectively are balanced.

9. The total of the amounts on the Dr. side of my	£
Ledger at the end of the year is	6,408
The Credit side of my Stock Account is	295
And the Debit side is	187
The Credit side of Profit and Loss Account is	115
And the Debit side is	180

(a.) Am I solvent or insolvent, and by how much?

(b.) What was my net gain or loss in the year?

(c.) What was the total of the amounts on the Cr. side of my Ledger?

10. I have posted from the entry :—

John Smith, Dr. to Goods £20, whereas the Journal entry should have been : John Smith, Dr., to Goods, £30.

How is the 'error' to be rectified?

COL. 1.

THEORY OF METHOD.—100 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, twenty marks being allowed for each.

Mr. EARDLEY, Senior Inspector.

Mr. W. J. BROWNE, District Inspector.

1. Write out notes of a lesson on the shape and motions of the Earth, and state how you would use your notes in teaching.
2. Give a summary of the steps that you think should be taken to teach Spelling, at the different stages of a pupil's school life.
3. Write an account of a lesson in Subtraction in Arithmetic, illustrating it by an example of four places of figures.
4. Explain what is meant by the "heuristic" method of instruction. Describe its advantages; and give an example of it.
5. Describe how you would proceed to give an Object Lesson on "Chalk" to Third and Fourth Standards combined.
6. Describe any system of Organisation which you have observed in a school, stating the lessons taught, and the work done, in each position.
7. Describe briefly any good plans for teaching Reading which you have learned from instruction or experience.
8. For the purpose of teaching writing, show how the letters of the alphabet should be classified, to secure easy and rapid progress.
9. Give six useful rules in mental arithmetic, with reasons and examples, and state what other kinds of exercises, outside these rules, you consider necessary.
10. Describe the first three Kindergarten Gifts, and state the feature that distinguishes the Third Gift from the other two.

Female
Pupil
Teachers,
&c.,
Col. 1
Papers.

Col. 1.

NEEDLEWORK.—100 Marks.

Time allowed, seven hours.

Mr. HYNES, Senior Inspector.

Miss PRENDERGAST, Directress of Needlework.

SEWING (40 Marks).

As a test of proficiency in this branch, candidate will have to execute, on material supplied by Superintendent, a specimen of each of the following :—*hemming*, *top-sewing* (a seam, top-sewn on one side and hemmed down on the other), *stitching*, *running* (a seam, run and felled), a *buttonhole* (rounded at each end); *sewing on gathers* (also known as "stocking-on"). One buttonhole, and one inch of each of the stitches will suffice as samples, and candidate will do well not to exceed the amount mentioned, as, by increasing it, she will encroach upon the time required for other branches of the subject. A small *patch* (about one inch and a half square) is to be tacked on, top-sewn round *one-quarter* of the outer and hemmed round *one-quarter* of the inner side, so as to complete one corner of the patch. Candidate's examination number is to be plainly marked upon an unworked portion of the specimen.

KNITTING AND DARNING (20 Marks).

Candidate, having provided herself with a piece of knitting in progress, viz., the leg of a baby's sock, with heel begun, is required to turn and complete this heel in the presence of the Superintendent, picking up stitches for foot, and knitting *three* or *four* rounds of it, narrowing for instep. The sock should have, securely stitched to it, a label about one inch broad and one inch and a half long, of white tape or calico, clearly marked with candidate's examination number. Before beginning to turn the heel of the sock, candidate will present it to the Superintendent, to be marked by him. (*The candidate must be careful not to neglect doing this.*)

The Superintendent will supply candidate with a small piece of stocking web, which, for convenience of working, she can tack (right side down) upon paper, cutting a square out of the middle of the paper to enable her to see the progress of the darn upon the right side, as she works on the wrong. She is to darn a *round hole*, not smaller than a *threepenny-piece* nor larger than a *sixpence*, running the darn in each direction to about half an inch beyond the hole, and leaving short

loops for shrinkage. Both sock and darn, when finished, are to be firmly attached by a few strong stitches to the specimen of sewing.

CUTTING-OUT (40 Marks).

Paper for these tests will be supplied. Cutting-out specimens are to be tacked together with needle and thread; *no pins are to be left in them.*

Candidate is required to cut out two articles, viz., a girl's chemise, and a man's shirt. The candidate is at liberty to cut these articles full or half size, as she pleases, but she must not present a half-shirt, i.e., a shirt with only one side. On each she will mark distinctly her examination number.

She is requested to comply *as exactly as possible* with all requirements mentioned above.

COL. 1.

FREEHAND AND MECHANICAL DRAWING. 60 Marks.

One hour and a half allowed for this paper.

N.B.—*Only three questions to be attempted, of which No. 5 must be one. Forty marks will be allowed for the fifth question; ten marks for each of the others.*

Dr. ALEXANDER, Senior Inspector.
Mr. BEVIS, Head Organiser.

The work may be done in pencil. All construction lines should be shown.

A single accent (') signifies feet; a double accent (") inches.

Put the number of the question before your answer.

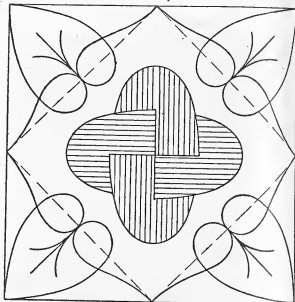
1. Construct a square of 3" side. Within this square mark the point A 2" from the left hand edge, and $\frac{1}{2}$ " from the bottom edge; point B $\frac{1}{2}$ " from the left hand edge, and 2" from the bottom edge; point C $2\frac{1}{2}$ " from the left hand edge, and $2\frac{1}{2}$ " from the bottom edge. Join the points A, B, and C, and write against each side of the triangle thus formed its true length.

2. Divide a line 4" long into five equal parts.

3. Construct a triangle the sides of which are $3\frac{1}{2}$ ", $4\frac{1}{2}$ ", and $5\frac{1}{2}$ " respectively. About this triangle describe a circle, whose circumference shall pass through the three angular points of the triangle.

Male
and Female
Pupil
Teachers.
Ar.
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Papers.

4. Construct a scale of 2" to a foot; it is to be long enough to measure four feet, and must show inches and half inches.
5. Draw by means of a ruler a square of 6" side and copy the design given below within this square.



Col. 1.

VOCAL MUSIC (TONIC SOL-FA).—25 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, five marks being assigned to each.

Mr. HEADEN, Senior Inspector.

Mr. GOODMAN, Inspector of Musical Instruction.

1. Name all the Intervals contained in the chord of *Ray*; the chord to include the tones *r r'*.
2. Write the Keys a Major Third below each of the following:—B flat, G, F sharp, C, A.

Male
and Female
Pupil
Teachers,
&c.,
Col. 1
Papers.

3. Name the perfect fifths and the major sixths found between the tones t_1 and t .

4. State the Mental Effect of the Dominant, Tonic, and Leading Note of the *Doh* Mode.

5. Add pulse signs to the following notes so as to form
(a) two two-pulse measures; (b) two three-pulse measures;
(c) two four-pulse measures:—

$d \ r \ m \ f \ s \ m$

6. Explain the terms *Key-tone*; *Tritone*; *Small Step*; *Presto*; *Forte*.

7. Write (a) the time names of the following passage, and (b) re-write it in four-pulse measure, doubling the value of each note and rest:—

KEY E.

$\{ s : m \ r | d, r \ m, f : s . l, t | d' . r \ m, f' . r' | d' : - . \}$

8. What tones of the Scale are a minor seventh apart?

9. Write, in figures over the following, the duration value in pulses or fractions of a pulse ($1, \frac{1}{2}, \frac{1}{4},$ &c.):—

$\{ m : f \ r | d . r : m | s : f, r \ m, f | s, f \ m : r \}$

$\{ m : - . r | d . : t_1 . | d : - | : \}$

10. Write, with time and tune combined, the first eight measures of any Irish Melody or School Song you know.

COL. 1.

VOCAL MUSIC (STAFF NOTATION).—25 Marks.

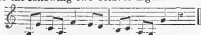
One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, five marks being assigned to each.

Mr. HEADEN, Senior Inspector.

Mr. GOODMAN, Inspector of Musical Instruction.

1. Write the following two octaves higher:—



2. Write in Treble Clef, prefixing Key Signature, the Major Scales which have the note—



for (1) Mediant and (2) Subdominant.

3. Write the Major Scales having (1) D flat and (2) F sharp as their first note or Tonic. Place the necessary sharps or flats immediately before the notes requiring them.

Male
and Female
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Teachers,
&c.
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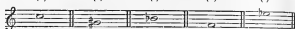
4. Name the following intervals :—

(a) (b) (c) (d) (e)



5. Write a minor third above and a major third below the following :—

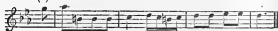
(a) (b) (c) (d) (e)



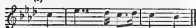
6. Write two measures in each of the following kinds of Time :— $\frac{3}{8}$, $\frac{4}{8}$, $\frac{2}{4}$.

7. Add Time Signatures to the following :—

(a)

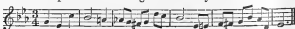


(b)



8. Give the meanings of the following terms :—*Maestoso*; *Allegretto*; *A tempo*; *Legato*; *Fine*.

9. Transpose the following into the Key of A :—



10. Give the Italian expressions used for (a) Sweetly; (b) With Spirit; (c) Repeat from beginning; (d) Very softly; (e.) Very quickly.

Col. 1.

HISTORY OF GREAT BRITAIN AND IRELAND.

50 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are of equal value, ten marks being assigned to each.

Dr. MORAN, Senior Inspector.

Mr. CHAMBERS, District Inspector.

1. Describe the constitution and the powers of the Witenagemote.

2. Give a brief outline of the events of the reign of Edward III. of England.

3. State the provisions of the Statute of Kilkenny, and the year in which it was passed.

4. State the grounds on which William Duke of Normandy (William the Conqueror) claimed the English Crown.

*Male
and Female
Pupil
Teachers,
&c.*

5. Sketch briefly the origin of the House of Commons.

*Col. 1
Papers.*

6. When, and how, was the conquest of Wales completed?

7. Explain the measures adopted by Henry II. to free himself from the support of his Barons.

8. Give a brief account of the circumstances which led to the invasion of Ireland by Henry II.

9. Write a short account of the invasion of Britain by the Romans. Give dates.

10. Give a short description of the "feudal" system; stating when it was introduced into England, and when it came to an end there.

COL. 1.

DOMESTIC ECONOMY AND HYGIENE.—60 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, twelve marks being allowed for each.

Mr. HOGAN, Senior Inspector.

Miss FITZGERALD, Organiser of Cookery and Laundry Instruction.

1. What is the normal amount of fresh air needed for each occupant of a room? and why is it needed?

2. Describe the structure of the human skin or cuticle, and explain why it is necessary for health to keep it clean.

3. Discuss the hygienic properties of wool, cotton, and linen as materials for clothing.

4. Describe and account for the various parts of an ordinary candle flame.

5. Explain the action of dust-laden air on the various organs, and say what diseases are engendered thereby.

6. How should the following be treated:—(1) chilblains; (2) burns and scalds; (3) cuts; (4) sprains; (5) effects of narcotic or stupefying poisons; (6) wasp sting?

7. How does infection differ from contagion? Describe how the former may be conveyed.

Male
and Female
Pupil
Teachers,
—
Col. 1
Papers.
—

8. What disadvantages arise from using an unvaried dietary or unbalanced diet?

9. Of what is soap composed? how is it made? and what are its effects in washing?

10. Describe fully the action of saliva on food, and show why mastication is necessary.

COL. 1.

MANUAL INSTRUCTION.—50 Marks.

Time allowed, two hours.

N.B.—*Five questions only are to be attempted. The Examiner will read only the first five answers left uncanceled.*

Mr. STRONGE, Senior Inspector.

Mr. BEVIS, Head Organiser of Manual and Practical Instruction.

1. Draw on dotted paper the separate plans of each fold of a suitable series of folds for an exercise for Standard 2.

2. Draw on dotted paper the plan and elevation of 10 bricks forming some simple combination.

3. Give the drawings necessary for any acute angle design to be made in wire. The drawing of the right angle development must also be given.

4. Give the drawings, on dotted paper, of a simple model to be made out of a piece of cardboard, 9 inches by $4\frac{1}{2}$ inches.

5. Fold a regular hexagon from a piece of paper 8 inches square.

6. Draw the plan and elevation of a brick standing on one of its ends, the face of the brick is to be towards you. Show the bottom right hand back corner by putting the letter "a" against it.

7. Bend a piece of wire to form some simple border design.

8. Draw and cut out any simple flat design from a piece of cardboard 6 inches square.

9. What are the chief points to be attended to in giving instruction in Hand and Eye Training to children?

10. What is meant by area folding? Give some notes for a first lesson in area folding.

COL. 1.

Male
and Female
Pupil
Teachers,
do.
Col. 1
Papers.

ELEMENTARY SCIENCE AND OBJECT LESSONS.

50 Marks.

COURSE I.—EXPERIMENTAL SCIENCE.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, ten marks being allowed for each.

The answers should be illustrated with diagrams wherever possible.

Mr. SULLIVAN, Senior Inspector.

Mr. HELLER, Head Organiser of Elementary Science.

1. A wooden cylinder is 12 centimetres high, and the radius of its base is 2 centimetres. The weight of the cylinder is 80 grains.

Find (a) the volume of the cylinder ;

(b) the weight of 1 cubic centimetre of the wood of which it is composed.

2. Describe any observations on the state of the weather that you have made. What general conclusions have you arrived at from these observations?

3. Describe some method of ascertaining approximately the weight of 1 cubic centimetre of air.

4. How may the freezing point and boiling point of water be determined?

5. Give notes for an object lesson, or series of object lessons, on a candle.

6. From your knowledge of the properties of oxygen gas, justify the name "active part of air," which has been given to this gas.

7. Describe the general effects of heat on substances. What substances when heated increase in weight? How would you explain this increase?

8. Distinguish clearly between "temperature" and "quantity of heat." What are the common units employed in measuring each of these?

9. What do you mean by hard water? What are the causes of hardness in water, and how may it be removed?

10. Write a short account of the nature and composition of chalk.

Male
and Female
People
Teachers,
do.
Col. 1
Papers,
—

COL. 1.

ELEMENTARY SCIENCE AND OBJECT LESSONS.

50 Marks.

COURSE II.—PRINCIPLES OF AGRICULTURE AND HORTICULTURE.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, ten marks being allowed for each.*

The answers should be illustrated with diagrams wherever possible.

Dr. SKIFFINGTON, Senior Inspector.

Mr. HELLER, Head Organiser of Elementary Science.

1. What substances constitute the chief food supply of a green plant? By what means are these substances absorbed by the plant?
2. Give notes of an object lesson on either—
 - (a.) a potato.
 - (b.) shamrock.
3. Describe the nature and uses of the leaf of a plant.
4. Why is it necessary to add certain manures to the land from time to time? Will the same land always require exactly the same manure?
5. With what different kinds of soil are you familiar? Describe briefly their chief characteristics.
6. Describe the stages that occur in the growth of a plant from the seed.
7. What do you understand by the tillage of the soil? Why are these operations necessary?
8. Describe some simple wild flower, illustrating your description by a diagram of its parts.
9. Describe the effects of frost and snow upon the soil, and upon plant life.
10. For what purposes is each of the farmer's common hand-tools used on the farm?

COL. 1.

*Male
and Female
Pupil
Teachers,
etc.*

Col. 1
Papers.

ELEMENTARY SCIENCE AND OBJECT LESSONS.

50 Marks.

COURSE III.—SOUND, LIGHT, AND HEAT.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, ten marks being allowed for each.

The answers should be illustrated with diagrams wherever possible.

Dr. SKEFFINGTON, Senior Inspector.

Mr. HELLER, Head Organiser of Elementary Science.

1. Describe carefully the difference between the two processes—dissolving and melting.
2. Describe the construction and use of a thermometer.
3. What do you understand by evaporation? What effects are usually noticed during evaporation?
4. How may a quantity of heat be measured?
5. Describe some method of comparing the intensities of two sources of light.
6. By what methods may a ray of light be turned out of its course? Sketch the apparatus that you would employ in each case.
7. Explain how a convex lens acts as a magnifying glass.
8. What reasons lead you to suppose that a sounding body is in a state of vibration?
9. By what means can the velocity of sound in air be ascertained?
10. What do you understand by two instruments being in tune with one another?

Male
and Female
Pupil
Teachers,
do.
Col. 1
Papers.

COL. 1.

ELEMENTARY SCIENCE AND OBJECT LESSONS.

50 Marks.

COURSE IV.—ELECTRICITY AND MAGNETISM.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, ten marks being allowed for each.*

The answers should be illustrated with diagrams wherever possible.

Dr. SKEFFINGTON, Senior Inspector.

Mr. HELLER, Head Organiser of Elementary Science.

1. Describe any experiments on attraction or repulsion (a) of electrified bodies, (b) magnets, with which you are acquainted.

2. State the laws of deflection of a magnetic needle by means of a current flowing in a wire near it.

3. Describe some form of voltaic cell, which will give a current continuously for some hours.

4. Sketch and describe the apparatus you would employ to see which of two electric currents is the stronger.

5. What do you mean by "lines of force"? How could you plot the lines of force round a bar magnet by means of a pocket compass?

6. Describe fully the construction and use of the mariner's compass.

7. Enumerate the chief effects of an electric current.

8. By which of the various effects of the electric current may absolute measurements be made?

9. Describe either (a) an electric bell or (b) a telephone.

10. By what means can it be shown that electric currents are produced by moving coils of wire near the poles of a magnet?

IV.—QUESTIONS set to Candidate Pupil Teachers.

Male
and Female
Candidates
Pupil
Teachers.
D Papers.

D.

PENMANSHIP.—40 Marks.

Half an hour allowed for this paper.

Mr. A. J. McELWAIN, Senior Inspector.
Mr. H. WORSLEY, District Inspector.

Transcribe :—

TO THE CUCKOO.

Delightful visitant! with thee
I hail the time of flowers,
And hear the sound of music sweet
From birds among the bowers.

The schoolboy, wandering through the wood
To pull the primrose gay,
Starts, the new voice of Spring to hear,
And imitates thy lay.

MICHAEL BRUCE.

ALFRED THE GREAT.

That famous, warlike, and victorious king, protector of widows, orphans, and poor; dear to his own race; affable and liberal to all; endowed with prudence, fortitude, justice, and temperance; most patient under the infirmity which he daily suffered; vigilant and devoted in the service of God.

D.

DICTATION AND SPELLING BOOK SUPERSEDED.

50 Marks (including 20 for Dictation).

One hour and a half allowed for this subject.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, six marks being allowed for each.

Mr. W. A. BROWN, Senior Inspector.
Mr. J. O'RiORDAN, District Inspector.

1. Write down the past participles of the verbs—benefit, duel, omit, and show clearly in each case how a rule for spelling or an exception is exemplified.

Male
and Female
Candidate
Pupil
Teachers.
D Papers.

2. To the following words join affixes which will exemplify the fifth rule for spelling or the exceptions to the rule :—*argue, encourage, sole*. Show how the rule or the exception applies in each case.

3. Give the various meanings of *tender, consistency, mean*.

4. When an affix is added to a word ending in *y* the *y* is generally replaced by *i*. When does the *y* become *e*, and when does it remain unaltered?

5. State the meaning of each of the following words :—*celling, maze, cygnet*. Give in each case the word similarly pronounced and its meaning.

6. Form words by fixing the termination *-ish* to *rogue*, *-able* to *notice*, and *-ing* to *dye*. State why the final *e* is retained or omitted in each case.

7. What is the meaning of each of the words—*extent, monetary, tenure*? Give the words with which these are frequently confounded and their meanings.

8. Write out the third rule for spelling with examples, and give three exceptions to it.

9. State the rules for spelling which apply to the words *mimicking* and *receipt*.

10. In the words *contrast, protest, and transfer*, the position of the accent determines the meaning. Show this in each case.

D.

GRAMMAR AND COMPOSITION.—60 Marks.

One hour and a half allowed for this paper.

N.B.—*In addition to the question in Parsing, namely, No. 1, which is compulsory, only four questions are to be attempted. The Examiner will read only the Parsing and the first four other answers left uncanceled. The questions in this paper are all of equal value, twelve marks being allowed for each.*

Mr. PEDLOW, Senior Inspector.

Mr. McNEILL, District Inspector.

1. Parse the words in italics in—

Yet think not that by thee alone,
Proud chief! can courtesy be shown.
Though not from copse, or heath, or cairn,
Start at my whistle clansmen stern,
Of this small horn one feeble blast
Would fearful odds against thee cast.

2. Analyse—

Never again in the green sunny bowers,
Where my forefathers lived, shall I spend the sweet hours.

3. Give the meanings and one example of the use of each of the following prefixes :—

juxta
retro
for
with
cata
peri

Male
and Female
Candidates
Pupil
Teachers.
D Papers.

4. Correct (giving reasons) or justify the following sentences :—

- (a.) He run a great risk of being killed.
(b.) He says he cannot give no more.
(c.) After his horse was stole, he locked the stable door.
(d.) He attacked the enemy, whom he saw were about to cross the river.

5. Conjugate the following verbs—

cling, fly, flee, thrust, swim, swear.

6. In the possessive case singular of nouns what omission does the apostrophe indicate? Show that it cannot be *his*.

7. *No* and *only*. Give examples of these two words used (1) as adjectives; (2) as adverbs.

8. Write out the plurals of strife, thief, wharf, court-martial, spoonful, fife.

9. Explain the grammatical structure of the expressions—

- (a.) Once a week.
(b.) £10 a year. *
(c.) Every thirteen weeks.
(d.) Woe is me.

10. Explain, with examples, what is meant by saying that *or* is sometimes a *disjunctive* and sometimes an *explanatory* conjunction.

GEOGRAPHY.—60 Marks.

One hour and a half allowed for this paper.

N.B.—*One of the map-drawing questions is compulsory. In addition to it only four questions are to be attempted. The Examiner will read only the answer to the map-drawing question and the first four other answers left uncanceled. The questions in this paper are all of equal value, twelve marks being assigned to each.*

Mr. MURPHY, Senior Inspector.

Mr. MORGAN, District Inspector.

1. Draw an outline map of Ireland, and mark on it the position of Coleraine, Queenstown, Ballina, and Dundalk; also of the Galtee Mountains and the river Boyne.

Male
and Female
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D Papers.

2. On the accompanying outline map of Europe show the positions of the rivers Danube, Rhone, and Rhine, and the cities Lyons, Cologne, and Buda-Pesth.

3. Explain, with the aid of a diagram, the causes of the earth's annual motion.

4. How is the latitude of a place north of the equator found from the meridian altitude of the sun?

5. Name in order, from east to west, six seaports and six capes on the south coast of England, stating the county in which each is situated.

6. Name the chief exports of Queensland and of the British West Indies.

7. What are the mineral productions of Scotland? In what part of the country are they chiefly found?

8. Describe the position of the Mendip Hills, the Ochill Hills, Ingleborough, Ulleswater, Loch Earn, the Fens.

9. Where are Damascus, Nagasaki, New Orleans, Dunedin, Port Elizabeth, Bahia?

10. Give some description of Labrador and British Honduras. Name the chief town of each.

D.

ARITHMETIC.—100 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, twenty marks being assigned to each. Brief explanatory notes of your work should be given.

Mr. DEWAR, Senior Inspector.

Mr. McGLADE, District Inspector.

1. Find the values of—

(i.) $5\frac{1}{2} - 7\frac{1}{2} + 4\frac{1}{2} + 3 - \frac{2}{3}$; and (ii.) $(3\frac{1}{2} \times 5\frac{1}{2}) + (\frac{1}{5} \times 3\frac{1}{2}) + \frac{1}{2}$.

2. A truck of coals containing 8 tons can be sold at the pit's mouth at 13s. per ton, or it can be delivered at a railway station distant 120 miles for £7 14s. What is the cost of carriage per ton per mile?

3. Reduce $\frac{2}{3}$ of $\frac{5}{15}$ of 19s. 6d. to the fraction of $\frac{2}{3}$ of $\frac{1}{17}$ of £1 8s. 4d.

4. Find by Practice—

(a.) How much does a creditor lose on a debt of £705 3s. 6d., when the debtor becoming bankrupt pays only 2s. 3d. in the £1?

(b.) How much cloth should be given for the rent of 23 acres 2 roods at the rate of 23 yards 2 quarters 2 nails of cloth for the rent of 1 acre?

5. Define a fraction, and prove that the value of a fraction is unaltered by multiplying its numerator and its denominator by the same number.

6. Solve by the unitary method the following exercise :—

If 24 men build 30 yards of wall in 2 weeks, how many yards will 18 men build in 8 weeks?

7. Reckoning simple interest, what sum of money, lent out at 4 per cent. per annum, will produce in three years the same amount of interest as £540 lent out at 5 per cent. will produce in 2 years?

8. 2nd April, 1902, Mrs. Jones bought of Andrew Hyland & Co., Glasgow :—Three hams, weighing respectively, $14\frac{1}{2}$ lbs., $12\frac{1}{2}$ lbs., and $10\frac{1}{2}$ lbs., at 11d. a pound; 78 lbs. of butter at 1s. 7d. a pound; 25 lbs. of cheese at 1s. $2\frac{1}{2}$ d. a pound; $7\frac{1}{2}$ stones of flour at 3s. 5d. a stone; and $2\frac{1}{4}$ cwt. of oatmeal at 2s. 5d. a stone. Make out the bill in proper form, and show how it should be receipted.

9. What is the least number which is exactly divisible by 272, and by 612? and what is the greatest number which will divide each of those numbers?

10. State and prove the rule for the multiplication of decimals.

D.

GEOMETRY AND MENSURATION.—50 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted, of which one and not more than two must be in Section B, and one and not more than two in Section C. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, ten marks being assigned to each.

Mr. McCLINTOCK, Senior Inspector.

Mr. O'REILLY, District Inspector.

SECTION A.

1. If two triangles have two sides of the one equal to two sides of the other, each to each, but their bases unequal; the angle contained by the sides of that which has the greater base, is greater than the angle contained by the sides equal to them, of the other.

2. If from a point within a triangle, two straight lines be drawn to the extremities of one of the sides, these lines are together less than the other sides, but contain a greater angle.

3. Triangles upon the same base and between the same parallels, are equal to one another.

4. If the square described upon one of the sides of a triangle be equal to the squares described upon the other two sides, the angle contained by these two sides is a right angle.

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Pupil
Teachers.
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SECTION B.

5. The three straight lines drawn from a point within a triangle to the angles, are together less than the perimeter, but greater than its half.

6. The square described on the diagonal of a square is double of the square itself; and a square is double of the square described on half its diagonal.

7. Draw a straight line perpendicular to a given straight line of unlimited length, from a given point without it. Prove the result of your construction without using the eighth proposition.

SECTION C.

8. The diagonal of a four-sided field is 7 chains 4 links long, and the sum of the perpendiculars on this diagonal from the opposite angles is 4 chains 2 links: find the rent of the field at £2 10s. per acre.

9. Prove that the area of a trapezoid is equal to half the sum of the parallel sides multiplied by the perpendicular distance between them.

10. The sides of a triangle are 42 feet, 56 feet, 60 feet. Find the length of the perpendicular from the greatest angle to the opposite side.

D.

ALGEBRA.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Mr. J. P. DALTON, Senior Inspector.

Mr. B. W. HUGHES, District Inspector.

1. Define the following terms as used in Algebra, viz.:—a *factor*, a *coefficient*, a *root*, a *power*.

From a rod a feet long, $b - c$ feet are cut off; express in two ways, with brackets and without brackets, the number of feet that are left.

2. Add together $am - cl - bn$ and $cn - al - bm$; from the sum subtract $-cm - bl - an$; and divide the result by $b - c - a$.

3. Solve the equations—

$$(a.) \frac{2x-1}{x+1} + \frac{2}{x} = 2.$$

$$(b.) \frac{x-1}{4} - \frac{2(x+1)}{9} + \frac{5(x-5)}{12} - \frac{x+1}{18} - 4 = 0.$$

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4. Divide $x^3 + 8y^3 - 27z^3 + 18xyz$ by $x + 2y - 3z$.

5. Simplify—

$$\frac{x+y}{x} - \frac{2y}{x+y} + \frac{y^3 - xy^2}{x^3 - xy^2}$$

6. If 10 yards of silk and 7 yards of satin cost £5 6s. 4d., and if 3 yards of the satin cost as much as 4 yards of the silk, find the price of a yard of each.

7. Find the numerical values of the following expressions

when $x = -1$, $y = -2$, $z = \frac{1}{2}$:—

(a.) $2x - \{9y - 8x + 2z - (4x + y)\}$.

(b.) $(x + y - z)^2 + (x + y)^2 (x - y + z) + (x - y)^3$.

8. Simplify—

$$\frac{1}{(x+1)(x+2)} - \frac{2}{(x+2)(x+3)} + \frac{1}{(x+3)(x+1)}$$

9. Find two numbers such that one shall be as much above as the other is below it, and that one-tenth of their sum shall be equal to one-fourth of their difference.

10. Find the square root of—

$$\frac{2ax}{3} + x^2 - \frac{ab}{3} + \frac{b^2}{4} - bx + \frac{a^2}{9}$$

D.—MALES.

BOOK-KEEPING.—50 Marks.

Male
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Two hours allowed for this paper.

N.B.—Only five questions to be attempted, one of which must be either No. 1 or No. 2. The Examiner will read only the first five answers left uncanceled, or the first four only if the condition as to Question 1 or Question 2 be not fulfilled. The questions in this paper are all of equal value, ten marks being allowed for each.

Mr. CRAIG, Senior Inspector.

Mr. O'CONNELL, District Inspector.

1902.	£
Jan. 1. I have on hands—Cash	200
Tea in stock—10 chests at £50 each	500
„ 2. Bought of John Wade for cash 2 chests tea,	90
„ 10. Lent John Wade	50
„ 15. Sold 3 chests tea for cash	160
„ 20. Sold 2 chests tea for cash	110
„ 25. Bought 1 chest tea for cash	45
„ 31. Value the tea on hand at £55 per chest.	

1. Journalise the foregoing.

Male
Candidate
Passes
Teachers.
D Papers.

2. Post the entries into the Ledger, and balance and close the accounts.

3. What is a Trial Balance? How is it made? What is its use?

4. The amount entered on the Cr. side of Stock when opening my books was £3,000, and there was nothing to enter on the Dr. side. When the books were closed the balance of the Balance Account was £2,400, and appeared on the Cr. side of that account. What was the balance of the Profit and Loss Account, and on which side of that Account did it appear?

5. Explain how Personal and Goods Accounts, respectively, are closed.

6. Explain the term "Taking Stock" as applied to a general Goods Account. How often must this operation be performed?

7. When the accounts are balanced and closed the two sides of the Stock Account should be equal if the books have been correctly kept. Explain the reason for this fact.

8. What is the use of a Profit and Loss Account? To what other account is the balance of the Profit and Loss Account transferred?

9. Explain the nature and use of a Journal.

10.—	£
Feb. 1. I have on hand, cash	50
„ 5. Received for sales this day	10
„ 7. Paid house rent	20
„ 15. Paid John Jones	5
„ 31. Received from William Clarke	15

Enter the foregoing items in a Cash Book. What does the balance of such Cash Book represent?

D.

Female
Candidate
Passes
Teachers.

NEEDLEWORK.—100 Marks.

Time allowed, five hours.

Mr. HYNES, Senior Inspector.

Miss PRENDERGAST, Directress of Needlework.

SEWING (40 Marks).

As a test of proficiency in this branch candidate will have to execute, on material supplied by Superintendent, a specimen of each of the following:—*stitching, a buttonhole* (barred at

Female
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—

each end); *sewing on gathers* (also known as "stocking-on"). One buttonhole and one inch of each of the stitches will be accepted as a sufficient amount of work, and candidate will do well not to attempt more, as she would thereby occupy time required for the other branches of this subject. A small patch (about one inch and a half square) is to be tacked on, top-sewn round one-quarter of the outer, and hemmed round one-quarter of the inner side of the patch, so as to complete one corner of it.

Candidate's examination number is to be plainly marked upon an unworked portion of the specimen.

KNITTING AND DARNING (20 Marks).

Candidate, having provided herself with a piece of knitting in progress, viz., the leg of a baby's sock, with heel begun, is required to turn and complete this heel in the presence of the Superintendent, picking up stitches for foot, and knitting three or four rounds of it. The sock should have securely stitched to it a label about one inch broad, and one and a half inches long, of white tape or calico, clearly marked with candidate's examination number. Before beginning to turn the heel of the sock, candidate will present it to the Superintendent to be marked by him. (*The candidate must be careful not to neglect doing this.*)

The Superintendent will supply candidate with a small piece of stocking web, which, for convenience of working, she can tack (right side down) upon paper, cutting a square out of the middle of the paper to enable her to see the progress of the darn upon the right side as she works from the wrong. She is to darn a round hole, *not smaller than a threepenny-piece nor larger than a sixpence*, running the darn in each direction to about half an inch beyond the hole, and leaving short loops for shrinkage. Both sock and darn, when finished, are to be attached, by a few strong stitches, to the specimen of sewing.

CUTTING-OUT (40 Marks).

Paper for this test will be supplied. The specimen is to be tacked together with needle and thread; *no pins are to be left in it.*

Candidate is required to cut out a boy's shirt (which may be half size only, if preferred, but must not be a half shirt). On this she will mark distinctly her examination number.

She is requested to comply *as exactly as possible* with all requirements mentioned above.

Male
and Female
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Teachers.
D. Papers

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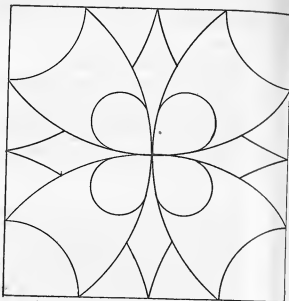
FREEHAND DRAWING.—50 Marks.

Time allowed, $1\frac{1}{2}$ hours.

Dr. ALEXANDER, Senior Inspector.

Mr. BEVIS, Head Organiser.

Draw by means of a ruler a square of 6" side, and copy the design given below within this square.



D.

METHODS OF TEACHING.—60 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, twelve marks being allowed for each.

Mr. EARDLEY, Senior Inspector.

Mr. W. J. BROWNE, District Inspector.

1. Describe how simultaneous reading is carried out, and state its uses and its drawbacks.

2. Write out notes of a lesson on *Fruit* for a junior class.
3. In what respects should pupils imitate the headline in writing, and how may they be most easily taught to do so?
4. What do you consider the four most important qualifications for the office of teacher?
5. How should the maps be suspended on the school walls, and why should they be kept open?
6. Distinguish between questions of examination and questions of instruction, giving examples.
7. What means should be taken to correct local vulgarisms?
8. Give six of Joyce's Reminders to Monitors, as to (1) arranging a class, (2) wrong answers, and (3) the teaching of Geography.
9. Why is the decimal system of notation used all over the world, and how is it best taught in its earliest stages?
10. In teaching spelling, what are the leading principles to be borne in mind?

D.

ENGLISH LITERATURE.—50 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, ten marks being allowed for each.

Dr. BEATTY, Senior Inspector.
Mr. WYSE, District Inspector.

1. Write out accurately the ten lines from the *Deserted Village*, beginning "O Luxury! thou curst," &c.
2. Write, in your own words, a description of the Village Alehouse, as depicted in the *Deserted Village*.
3. Describe "the mansions of good men after death," as they were seen by Mirzah.
4. "I know but one way of fortifying my soul against these gloomy presages and terrors of mind." What is this way, and by what means should it be sought for?

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5. What remarks did the Indian Kings make upon the women of England?

6. What do you know of the Club of the Kings, the Hundred Club, and the October Club?

7. "My first task should be to clear the city from monsters." Explain this statement, and mention some of the monsters referred to.

8. What employments does the *Spectator* mention as being followed by the "innumerable retainers to physics"?

9. Explain fully the following sentences:—

(a.) "Some of them slay in chariots and some on foot."

(b.) "A rusty nail or a crooked pin shoot up into prodigies."

10. Write notes on (a) "a kind of animal called a Tory"; (b) "Goths and Vandals"; (c) "the return of King Charles II."; (d) "antiquated Sibyls."

SUMMARY OF ANSWERING.—ANNUAL EXAMINATIONS, 1902.

	COLUMN I. (Fifth year Masters, Pupil Teachers, and Candidates for Training).			COLUMN II. (King's Scholars at end of first year's Training).			COLUMN III. (King's Scholars at final Examination).		
	No. Examined.	No. Passed.	Percentage of the No. passed to the No. examined.	No. Examined.	No. Passed.	Percentage of the No. passed to the No. examined.	No. Examined.	No. Passed.	Percentage of the No. passed to the No. examined.
Males.	562	502	89.3	185	183	98.9	206	302	98.6
Females.	1,447	1,116	77.1	244*	242	99.1	341	338	99.1
Total.	2,009	1,618	80.5	429*	425	99.0	647†	640	98.9

* Includes two non-Government Students.

† Includes nine ex-King's Scholars (7 men and 2 women) specially examined.

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APPENDIX
 TO THE
 SIXTY-NINTH REPORT
 OF THE
 COMMISSIONERS OF NATIONAL EDUCATION
 IN IRELAND,
 FOR THE YEAR 1905.

SECTION III.

Examination Papers set at the Annual Examinations 1905.
 Summary of the Answering.

AGRICULTURE DATA FROM 1901 TO 1905 OF THIS SECTION OF INQUIRY.

Presented to both Houses of Parliament by Command of His Majesty.



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